



Office of the State Superintendent of Education

DISTRICT OF COLUMBIA
MAYOR ADRIAN M. FENTY

School Year 2010-11

Elementary and Secondary Education Act Program Monitoring Tool

Section A - LEA Information

LEA Name:				Type of Monitoring: <input type="checkbox"/> On-Site <input type="checkbox"/> Follow-up <input type="checkbox"/> Desktop <input type="checkbox"/> Other (specify):	Date of Visit:
LEA Address:					OSSE Team Members:
Administrator Name:					
Title:					
Phone:		E-mail:		OSSE Lead Monitor(s):	
Other LEA Staff:					
Phone:		E-mail:			

Section B - Check All Applicable Programs To Be Monitored (TBM)

Program	TBM	Indicators	Program	TBM	Indicators	Program	TBM
Title I Part A: Improving the Academic Achievement of the Disadvantaged	<input type="checkbox"/>		Title II Part A: Improving Teacher Quality	<input type="checkbox"/>		Title II Part A: Improving Teacher Quality State Grants - - State Agency for Higher Education (SAHE)	<input type="checkbox"/>
Title III Part A / Civil Rights: Language Instruction for ELL and Immigrant	<input type="checkbox"/>		Title IV Part A Safe and Drug Free Schools and Communities	<input type="checkbox"/>		Title X McKinney-Vento Homeless Education	<input type="checkbox"/>
Private Schools - DCPS Only	<input type="checkbox"/>		Title II Part D-Educ. Tech.	<input type="checkbox"/>		21st Century CLC	<input type="checkbox"/>
Math Science Partnerships	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>
ARRA - Title I Part A	<input type="checkbox"/>		ARRA-Title X Homeless	<input type="checkbox"/>		ARRA - Title II D Ed. Tech.	<input type="checkbox"/>

Fiscal - All Programs Checked TBM

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Each LEA is responsible for meeting all legal requirements of the Elementary and Secondary Education Act (ESEA) of 1965, amended. The Office of the State Superintendent LEA consolidated program compliance through LEA documentation. The multi-tiered program review includes the following reviews: desktop (document review) and LEA on-site visits.

The onsite review is intended to review program documents and observe first-hand how programs are being implemented. Selected LEA staff will be interviewed and some school(s).

[illegible]

**ESEA OSSE ESEA Onsite Monitoring
PRE-SITE DOCUMENTS**

Indicator	Documentation Requested from Each LEA/School to be Visited	Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
OSSE USE ONLY						
N/A	Did the LEA submit a timely consolidated (annual) application?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A	Did the LEA submit a timely ARRA application?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A	Has the LEA submitted periodic reimbursements for this program (regular funds)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A	Has the LEA submitted periodic reimbursements for ARRA funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N/A	Have the LEA's reimbursements for this program contained unallowable costs for regular or ARRA funds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEA DOCUMENT SUBMISSION						
Title I Part A						
2.1	Parent involvement policies and participation rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Sample of parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Samples of LEA/school notifications to parents regarding:					
	· LEA/school improvement status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	· Public school choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	· Supplemental Educational Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	· Teacher/paraprofessional qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	· Assignment with non-HQT teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	School improvement plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Current list of schools receiving section 1003(a) funds and/or section 1003(g) funds and the amount(s) awarded per school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	DCPS ONLY Evidence of the number of students eligible for school choice transfers, and the number of actual transfers by school.					
2.5	List of schools offering SES and number of students eligible and participating, by school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Samples of agreements/contracts/ between the LEA and approved SES providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	Samples of notification(s) sent to parents of SES availability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	Schoolwide Program ONLY					
	Schoolwide program plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	List of schools operating schoolwide programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Targeted Assistance ONLY					
	List of Title I students who are receiving services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	Most recent approved LEA Applications for Title I and ARRA Title I funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	DCPS ONLY List of schools in rank order of poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	List of school-by-school or campus-by-campus allocations from Title I and ARRA Title I funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	DCPS ONLY Most recent comparability calculations / report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	DCPS ONLY Copy of SEA's guidance regarding provision of Title I services to eligible students attending private schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.5	LEA Complaint Policy (that aligns with OSSE policy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ESEA OSSE ESEA Onsite Monitoring
PRE-SITE DOCUMENTS**

Title II Part A – Improving Teacher Quality						
Indicator	Documentation Requested for Each LEA/School to be Visited	Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
1.4	Employed Educator Report (EER)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	List of teachers Highly Qualified by High Objective Uniform State Standard of Evaluation (HOUSSE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Current Staff Roster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Master Schedule of Classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Highly Qualified Teacher Plan Team Members, if applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Payroll roster for one pay period for Title II that coincides with most recently submitted reimbursement request (APPLIES ONLY FOR LEAS THAT HAVE NOT CONSOLIDATED 100% OF TITLE II PART A FUNDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Student poverty/minority data, Free and Reduced Lunch %	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Professional Development Team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	List of PD needs assessment methods used and artifacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Documentation for one Title II reimbursed expenditure(APPLIES ONLY FOR LEAS THAT HAVE NOT CONSOLIDATED 100% OF TITLE II PART A FUNDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Professional Development Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	List of paraprofessionals with highly qualified status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Title II Part A – SAHE						
Indicator	Documentation Requested for Each LEA/School to be Visited	Submitted		Check if Not Adequate	Compliance Issue - Check if Yes	
		Yes	No			
N/A	The Title II Part A (SAHE) program is not requesting any pre-site monitoring documents at this time. However, this is subject to change at the discretion of the State Coordinator.			X		
Title II Part D – Enhancing Education Through Technology						
Indicator	Documentation Requested for Each LEA/School to be Visited	Submitted		Check if Not Adequate	Compliance Issue - Check if Yes	
		Yes	No			
N/A	Approved application including Ed Tech Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N/A	Budget indicating 25% set aside for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N/A	Current needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N/A	Summary of technology needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Title III Part A – Language Instruction for Limited English Proficient & Immigrant Students						
Indicator	Documentation Requested for Each LEA/School to be Visited	Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
1.1	Parental and Community Outreach for ELL families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1	Evidence of implementation of an effective means of outreach to parents of LEP children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Documentation of assessment materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	LEA improvement plans for those which fail to meet the AMAO targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Data collection materials on individual LEP students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Records of the number of immigrant students being served (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Documentation of count of LEP students submitted to SEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	English Language Learner (ELL) Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	Professional Development Calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Budget (including breakdown of funds) for Title III formula(APPLIES ONLY FOR LEAS THAT HAVE NOT CONSOLIDATED 100% OF TITLE III PART A FUNDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Records of expenditures, purchase orders (APPLIES ONLY FOR LEAS THAT HAVE NOT CONSOLIDATED 100% OF TITLE III PART A FUNDS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	The number of eligible students participating in each private school. DCPS ONLY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**ESEA OSSE ESEA Onsite Monitoring
PRE-SITE DOCUMENTS**

Title IV Part A – Safe and Drug Free Schools						
Indicator	Documentation Requested for Each LEA/School to be Visited	Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
6.1	Sample of past performance reports					
6.1	Current Truancy policy					
6.1	Truancy records (Examples: referrals, letters, to parents, police reports)					
6.1	Truancy letters					
6.1	Log of incidents, which occur in and around the school					
6.1	Violent crime reports					
6.1	Record of current needs assessments					
6.1	Disciplinary data (including suspension and expulsion) for the current program year					
6.1	Report of truancy data					
6.2	Performance measures					
6.3	Samples of records and description of listed incidents which might have occurred					
6.3	Sample of an implemented Title IV curriculum that is scientifically based (example: Second Step, Character Education, etc.)					
6.3	Samples of records of behavioral referrals and parental involvement					
6.5	<ul style="list-style-type: none"> Samples of documents which indicate that meaningful and on-going consultatin with parents occur: • Meeting notices • Agendas • Sign-in sheets • Newsletters • Training materials • Dissemination of progress reports to parents regarding program outcomes and accomplishments 					
6.10	<ul style="list-style-type: none"> Records of GEPA reporting requirements • Evidence of Unsafe School Choice records • Evidence of Transfer data on file 					
Title IV Part B – 21st Century Schools						
		Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
11.1	All current activity plans (Specify each activity's goals and objectives to be achieved over a specific time period. Include the various strategies being implemented to achieving the goals and objectives and delineate the responsibilities for carrying out the plan.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1	Current physical inventory policy, (if purchased with 2 nd CCLC grant funds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1	All recent Contracts for Services/ Memorandum of Understanding (MOU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1	2 nd CCLC Program Handbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1	Special Needs Students Accommodation Documentation (current special needs student accommodation policy, an account of the number of special needs students being served, and a listing of accommodations currently being provided)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McKinney-Vento Homeless Education						
		Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
7.1	Monitoring activities, guides or practices related to McKinney-Vento programs: copy of recent monitoring activities, schedules of upcoming monitoring visits, and follow-up to any corrective action required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Free & Reduced Lunch Forms/ Nutrition Services Forms (sample) A copy of the enrollment and/or application forms (sample)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ESEA OSSE ESEA Onsite Monitoring
PRE-SITE DOCUMENTS**

7.3	Residency Verification forms (sample)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fiscal						
Indicator	Documentation Requested for Each LEA/School to be Visited	Submitted			Check if Not Adequate	Compliance Issue - Check if Yes
		Yes	No	N/A		
13.2	Fiscal Policy Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2	LEAs will be required to provide supporting documentation for expenditures submitted for reimbursement from a specified time period within the past quarter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.2	Federal programs drawdown rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Time and Effort Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Time and Effort certifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.3	Organization chart and list of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.9	Most recent monitoring report from PCSB (Charters)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.9	Most recent audit (A-133 or financial statement)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.9	LEA's process to track previous audit and / or monitoring findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.9	Evidence of correction of findings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TITLE I PART A - STANDARDS, ASSESSMENT AND ACCOUNTABILITY								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1. Compliance with Academic Content Standards, Academic Achievement Standards and Assessments - Inclusion Sec. 1111								
1.1	Evidence that the LEA has established a plan to test 100% of students with disabilities	a(i) LEA reports show that 100% of students with disabilities are taking the regular assessment or an alternate assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		(ii) Reported separately: the number and percent of those students with disabilities assessed on alternate assessments against alternate achievement standards, modified achievement standards, those assessed on an alternate assessment against grade-level standards, and those included in the regular assessments (including those administered with appropriate accommodations).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence that the LEA has distributed and/or provided training related to curriculum and/or test administration guides that inform educators about the inclusion of students with disabilities in regular assessments, with or without accommodations, or alternate assessments based on grade-level standards, or, if the State allows it, alternate assessments based on alternate achievement standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Documentation on the number of special education children taking the various alternate assessments compared to the previous year's test takers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Evidence the LEA notified parental notice of testing on alternative standards	a. Parental Notification letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2 Identifying and Assessing the English Language Proficiency of Limited English Proficient Students								

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TITLE I PART A - STANDARDS, ASSESSMENT AND ACCOUNTABILITY								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.2.1	LEA has guidance on the inclusion of limited English proficiency (LEP) students in the tested grades in the assessment system.	LEA can document the participation of LEP students on tests of English language proficiency for the LEA and by school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.2	LEA complies with requirements for identifying and assessing the English language proficiency of limited English proficient students .	Documentation that the LEA administers the ACCESS™ assessment that is approved by the SEA to all LEP students as required by the statute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Accountability Workbook and State Requirements								
1.3.1	The LEA includes all required student subgroups in its testing plan.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.2	The LEA met the benchmark for testing 95% of students in any subgroup.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.3	The LEA has policies in place to ensure confidentiality of student information by not reporting results for groups of less than 10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.4	Each student in a Non-Public Placement participates in the District of Columbia's statewide assessment program.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.5	The results of students placed out of charter schools (non public placements) that have elected to have DCPS serve as its LEA for IDEA purposes are used to determine AYP for DCPS.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.6	For LEAs with high school grades, all students take the biology test at least once during high school.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.7	The LEA (if offering grade 3 or above) has submitted an annual Test Security Plan to OSSE that has been approved. (Required as of 2010)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TITLE I PART A - STANDARDS, ASSESSMENT AND ACCOUNTABILITY								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.3.8	Each LEA operates a school year that meets the 180 instructional day requirement. (An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recesses, and class breaks; provided, that the six-hour minimum instructional day requirement shall not be applicable to the evening school program, the pre-kindergarten program, or the kindergarten program.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3.9	Evidence that students are correctly coded as attending a full academic year.							
1.3.10	The LEA disseminates information to parents on how the LEA and any campus /schools are performing.	a. NCLB Report Card b. Evidence of posting of the NCLB report card.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Note: OSSE develops the annual LEA and school report cards; LEAs are responsible for dissemination.
1.3.11	The LEA provides opportunities to explain LEA and school performance to parents.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA/SCHOOL PARENTAL INVOLVEMENT

Indicator 2.1: Compliance with ESEA parental involvement requirements. Sections: 1118(a)-(h), 1111(c) (14), 1111(d), and 1116(a) (1) (D)

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.1.1	Parent Involvement Policy (a) Evidence that the parental involvement policy, including the compact, was developed with meaningful consultation with parents	<input type="checkbox"/> Agendas, sign in sheets, minutes, etc. to record parents involved in the development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(b) Evidence that the parental involvement policy is updated annually	a. Prior year's dated parental involvement policy and current year's dated policy OR b. Signed and dated document attached to the compact indicating the parental involvement policy has been reviewed and does not need to be updated for the subsequent year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.2	Evidence that LEA/school parental involvement policies, including the compact, were distributed to all Title I parents	a. Mailing records OR b. Follow-up docs if distributed otherwise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.3	Evidence that the annual meeting to inform participating parents about Title I programs was announced and conducted	a. Newsletters, bulletins, letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Sign-in sheets, agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.4	Evidence that the LEA/school reviews the effectiveness of school parental involvement activities	a. Records of at least one of the following: <input type="checkbox"/> meetings held to discuss, agendas, sign-in sheets <input type="checkbox"/> Surveys <input type="checkbox"/> Interviews with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Policy revisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.5	Evidence the LEA has notified parents of the existence and purpose of the Parent Information Resource Center (PIRC) in the state (1118) (g)	Copies of at least one of the following: <input type="checkbox"/> Announcements, flyers, bulletins <input type="checkbox"/> Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.6	LEA offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits as such services relate to parental involvement	a. Parent Involvement Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Records of meetings, agendas, sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA/SCHOOL PARENTAL INVOLVEMENT

Indicator 2.1: Compliance with ESEA parental involvement requirements. Sections: 1118(a)-(h), 1111(c) (14), 1111(d), and 1116(a) (1) (D)

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.1.7	(a) Does the LEA reserve at least 1% of its Title I allocation for parental involvement? [§1118(a)((3))]	<input type="checkbox"/> LEA spending plan, budget, or <input type="checkbox"/> Financial records showing the 1% reserve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(b) Does the LEA reserve at least 1% of its Title I allocation for parental involvement? How does the LEA ensure that parents are involved in making decisions about the use of these funds? [§1118(a)((3))]	a. Record of parent comments/input about use of funds for parental involvement, e.g., meeting agenda/minutes and results of parent surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence that LEAs communicate with parents in multiple languages, in writing and orally, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.8	Are parents provided: <input type="checkbox"/> Timely information about Title I programs <input type="checkbox"/> A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet <input type="checkbox"/> If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible	Documentation to show parents are provided with each item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.9	Parental involvement policy, shows evidence that the LEA and schools have carried out the six requirements to build parents' capacity to be involved in school: <input type="checkbox"/> Program information to parents (How do you provide Title I program information, including the State's academic content and achievement standards to parents?) <input type="checkbox"/> Materials and training (What kind of training and parent materials do you provide so that parents can become more involved with student achievement?) <input type="checkbox"/> Educate educators (How do you ensure that educators understand the importance of communicating and working with parents to build ties with the school?) <input type="checkbox"/> Headstart, Preschool coordination (How do you coordinate with and help Evenstart, Headstart, or other preschool parent involvement programs to increase participation in the education of their children?) <input type="checkbox"/> Understandable communication (How do you ensure that all communication to parents is in a format and language that parents can understand?) <input type="checkbox"/> Other reasonable support (How do you support parent requests for involvement?)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA/SCHOOL PARENTAL INVOLVEMENT

Indicator 2.1: Compliance with ESEA parental involvement requirements. Sections: 1118(a)-(h), 1111(c) (14), 1111(d), and 1116(a) (1) (D)

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.1.10	Describe how you ensure parent participation in the development of policies and the use of parental involvement funds?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.1.11	School Parent Compact (a) Describes the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards	School Parent Compact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(b) Describes the ways in which each parent will be responsible for: (i) supporting their children's learning, such as monitoring attendance, homework completion, and television watching (ii) volunteering in their child's classroom; and participating, as appropriate (iii) decisions relating to the education of their children and positive use of extracurricular time	School Parent Compact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(c) Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) Parent-teacher conferences in elementary school, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement (ii) Frequent reports to parents on their children's progress (iii) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities	School Parent Compact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for ESEA Onsite Monitoring

PARENTAL NOTIFICATION

Indicator 2.2: Compliance with Parental Notification Requirements

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.2.1	How and when does the LEA inform parents about schools in improvement, corrective action, or restructuring? [§1116(b)(6); §1116(c)(6); 34 CFR §200.37 and §200.44(a)(2)]	a. Current written documentation that describes how the LEA is organized to coordinate and implement the parental involvement requirements to help schools and parents build capacity for effective parental involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence that parents participated in the development of the parental involvement policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.2	(a) How and when are parents notified about public school choice? [§1116(b)(6)(F); §1116(e)(2)(A); 34 CFR §200.37(b)(4)(iv); §200.37(b)(5)(iii)]	Notifications in appropriate languages that contain information required for: a. LEA/school improvement status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Public school choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Supplemental educational services that are dated and signed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(b) How and when are parents notified about supplemental educational services? [§1116(b)(6)(F); §1116(e)(2)(A); 34 CFR §200.37(b)(4)(iv); §200.37(b)(5)(iii)]	Notifications in appropriate languages that contain information required for: a. LEA/school improvement status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Public school choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Supplemental educational services that are dated and signed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for ESEA Onsite Monitoring

PARENTAL NOTIFICATION

Indicator 2.2: Compliance with Parental Notification Requirements

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.2.3	How and when does the LEA inform parents about the district's improvement status? [§1116(c)(6); §1116(c)(10)(E)]	Notifications in appropriate languages that contain information required for a. LEA/school improvement status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Public school choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Supplemental educational services that are dated and signed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.4	How and when does the LEA/school notify parents they have the right to request information about teacher and paraprofessional qualifications? [§1111(h)(6)(A)]	Communications to parents in multiple languages, as appropriate, regarding teacher and paraprofessional qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.5	How and when does the LEA/school inform parents that their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified? [§1111(h)(6)(B)(ii)]	Samples of LEA/school communications in multiple languages, as appropriate, informing parents about the placement or assignment of a teacher with their child for four or more weeks who is not highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.2.6	Are parental notifications and other communications easily understandable and in a language a parent can understand? [§1116(e)(2)(A); §1118(f); 34 CFR §200.36(b)]	Samples of LEA/school communications in multiple languages, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - PLAN REQUIREMENTS								
Indicator 2.3: Compliance with School improvement Requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.3.1	LEA School Improvement Plan on file		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.2	Scientifically based research strategies to strengthen core academic subjects that address the specific academic issues that caused the school to be identified for school improvement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.3	Assurance that the school will spend not less than 10% each year to provide high quality professional development that: a. Directly address the academic achievement problem that caused the school to be identified b. Meets ESEA's professional development requirements under section 1119 c. Provides increased opportunity for participating in professional development		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.4	Specifies how professional development funds will be used to remove the school from improvement status		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.5	Documentation that written notice about the identification of a school in improvement was provided to the parents of each student enrolled in the school in a language parents can understand		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.6	The plan specifies the responsibilities of the school, the LEA, and the SEA including technical assistance to be provided		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.7	Includes strategies to promote effective parental involvement in the school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.8	Activities before and after school, during summer, and during any extension of the school year		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.9	Incorporates a teacher-mentoring program (in addition to any the LEA might offer for new teachers)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - PLAN REQUIREMENTS								
Indicator 2.3: Compliance with School improvement Requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.3.10	The School Improvement Plan (SIP) was developed or revised in consultation with parents, school staff, the LEA, and outside experts within 3 months of being identified	a. Agendas, minutes, sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Notification to schools about requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Copies of dated plans or LEA checklist for all schools in improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.11	The plan covers a two-year period		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
School Improvement Information:								
2.3.12	Describe the formal process to approve the SIP		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.13	The LEA informs parents if a school is identified for improvement, corrective action, or restructuring provides reasons for identification, explains what is being done, how parents can be involved, and provides information explaining choice and/or supplemental educational services (SES) options as appropriate	a. Copy of letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Choice/SES records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Records of mailings OR follow-up docs if distributed otherwise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.14	The LEA has provided (or provided for) technical assistance grounded in scientifically-based research to schools in improvement, corrective action, or restructuring.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.15	The LEA has approved the school improvement plan and ensured that it contains all 10 components	<input type="checkbox"/> School Improvement Plan checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.16	The LEA peer reviews school improvement plans	a. Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Completed peer review documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.17	The LEA monitors the implementation of school improvement plans	a. Dates LEA met with school principal and staff discussing implementation of plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.18	The LEA has reached out to parents of limited English proficient students about how they can be involved in their child's education	a. Copies of translated letters, notices, bulletins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - PLAN REQUIREMENTS								
Indicator 2.3: Compliance with School improvement Requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(iii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
LEA School Improvement Information:								
2.3.19	Evidence of implementation of the LEA Improvement Plan goals and objectives	a. Contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Meeting agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Professional Development activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Invoices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.20	Evidence that LEA Improvement letter was mailed to all families in the LEA	a. Letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Mailing receipts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.21	Provide evidence of implementation of curriculum processes if in Corrective Action	a. Mapping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Survey of Enacted Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3.22	How is the LEA Improvement Plan evaluated?	a. Data results from evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - CHOICE								
Indicator 2.4: Compliance with school improvement CHOICE requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.4.1	Evidence that parents have been notified of their choice options, including date of notification DCPS ONLY	a. Notification letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Posting on LEA website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Records of mailings OR follow-up docs if distributed otherwise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.2	Evidence that parents have been notified of their right to return students to DCPS feeder school CHARTER SCHOOLS ONLY	a. Notification letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Records of mailings OR follow-up docs if distributed otherwise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.3	How does the LEA identify the public choice options that are made available to parents?	<input type="checkbox"/> List of schools identified for improvement, corrective action, or restructuring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.4	What timelines and procedures does the LEA require parents to follow in selecting a different school for their child and communicating their selection to the LEA? [§1116(b)(1)(E)(ii); 34.CFR §200.44(a)(1)-(6)]	<input type="checkbox"/> Current documentation that describes the LEAs process and timelines for receiving, processing, and implementing transfer options.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.5	How has the LEA met the requirement to post on its Website information about public school choice? [34 C.F.R. §§200.39(c)(1)(i); §200.39(c)(1)(iv); 200.42(b)(5); 200.43(b)(5); 200.43(c)(1)(iii)]	<input type="checkbox"/> Link to information on the website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.6	Show any written record of parent inquiries and complaints regarding public school choice, and their resolution	<input type="checkbox"/> LEA records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.7	What documentation do you have showing the parents who requested choice for their children and the honoring of such request?	a. Letters of request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence of the number of students eligible for transfer, and the number of actual transfers by school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.8	Evidence of how the district tracks and monitors choice expenditures.	<input type="checkbox"/> Spreadsheets; database	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4.9	What are the LEA procedures for determining if funds are insufficient to serve all eligible students? How does the LEA prioritize students?	a. Student Attendance List	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Copy of priority sheet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - SUPPLEMENTAL EDUCATIONAL SERVICES								
Indicator 2.5: Compliance with school improvement requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.5.1	What timelines and procedures must parents follow in selecting an SES option for their child and communicating that selection to the LEA? [§1116(b)(1)(E)(ii); 34 CFR §200.46(a)(1)-(6)]	a. Copies of notification to parents of eligible children of the availability of SES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Parent notifications include: (i) List of approved providers (available within the LEA and those that make services reasonably available in neighboring LEAs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		(ii) Explanation of the procedures to determine student eligibility; and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.2	How does LEA assist parents in selecting SES providers?	<input type="checkbox"/> Letters to parents <input type="checkbox"/> Position description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.3	How does the LEA ensure that students with disabilities, English-language learners, migrant students, and homeless students have access to SES? [§1116(e)(3)(A); 34 CFR Part 200, §§200.44(j) and 200.46(a)(3)(4)]	a. Documentation that the LEA has a process for the implementation of SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Documentation that the LEA has a process for monitoring of SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.4	How does the LEA apply "fair and equitable procedures" for serving students if the number of spaces with approved providers is not sufficient to serve all students who have requested services from the provider? [34 CFR Part 200, §200.46(a)(3)]	<input type="checkbox"/> SES Procedures to determine eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.5	How has the LEA met the requirement to post on its Website information about SES? [34 C.F.R. §§200.39(c)(1)(ii); 200.39(c)(1)(iii); 200.42(b)(5); 200.43(b)(5); 200.43(c)(1)(iii)]	<input type="checkbox"/> Link to information on the website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - SUPPLEMENTAL EDUCATIONAL SERVICES								
Indicator 2.5: Compliance with school improvement requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.5.6	What is the LEA's process for entering into an agreement/contract with an SES provider? [§1116(e)(3)]	a. LEA process for the implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. LEA process for monitoring of SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.7	Signed SES agreements between LEA, parents and provider	Agreements include: a. A statement of specific achievement goals for the student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Student progress measurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Parent and teacher communication of student progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. A timetable for improving achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Provisions with respect to the making of payments to the provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Provisions to prohibit disclosure of student information; includes payment information; provide for termination if the provider is unable to meet goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.8	Discuss how the LEA verifies students are eligible to receive SES	a. Student information data base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Free/Reduced lists for each participating school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.9	Discuss how the LEA verifies the amount the provider is charging per session in each invoice is the same as the amount listed in the SES contract and SES agreement	<input type="checkbox"/> Copies of invoices, contracts and agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.10	What is your process for creating SES agreements (learning plans)?	<input type="checkbox"/> Review SES agreements <input type="checkbox"/> Are learning goals individualized?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.11	Evidence that the LEA tracks SES enrollment numbers and tracks the amount of funds being expended for each SES student to ensure that the LEA is not paying for tutoring costs beyond the LEA's PPE amount	<input type="checkbox"/> List of students eligible for SES services <input type="checkbox"/> List of students receiving SES services <input type="checkbox"/> Invoices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - SUPPLEMENTAL EDUCATIONAL SERVICES								
Indicator 2.5: Compliance with school improvement requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.5.12	Discuss invoicing procedures: a. What does the provider submit to verify attendance? b. Does the number of sessions being billed match the attendance submitted? c. How do you verify students included on the invoice have an SES agreement? d. How do you verify students on the invoice are eligible students?	<input type="checkbox"/> Copies of attendance records <input type="checkbox"/> Compare invoices with the attendance and agreements <input type="checkbox"/> Compare invoices, spreadsheet and agreements <input type="checkbox"/> Compare students with information on data base or free/reduced list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for ESEA Onsite Monitoring

SCHOOL IMPROVEMENT - SUPPLEMENTAL EDUCATIONAL SERVICES								
Indicator 2.5: Compliance with school improvement requirements. Sections: 1116(b)(1)(B), 1116(b)(3), 1116(b)(4)-(6), 1116(b)(7)(C)(ii), 1116(b)(14)(B), 1116(c)(9), 1116(c)(10)(B)(iii), and CFR Secs. 200.360200.43								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.5.13	Evidence of notification to parents of eligible children regarding the availability of SES	<input type="checkbox"/> Mailing receipts <input type="checkbox"/> Newsletters <input type="checkbox"/> Brochures <input type="checkbox"/> Notification letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.14	Evidence that SES services began early in the school year	<input type="checkbox"/> Evidence of when SES services began <input type="checkbox"/> Evidence of the number of times of a year when SES sign-up is available <input type="checkbox"/> Evidence that the correct PPE for SES being used for each student?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.15	Show SES student progress reports a. Does the report provide specific information about student progress and ensure that students are improving their academic achievement and that instructional goals are being met? b. Is the report written in a format that parents understand? c. Are the reports distributed in a timely manner to parents and LEA/school staff? d. Are the reports developed in accordance to the LEA-provider contract?	<input type="checkbox"/> SES student progress reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOLWIDE PROGRAMS								
Indicator 2.6: Compliance with schoolwide program requirements. Section: 1114 and 34CFR Secs. 200.26-28; 1112 (c)(1)(L) and 111 (b)(8(C); 2122(c)								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.6.1	Schoolwide plan on file		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.2	Show evidence that LEA provides guidance to schools about the development and implementation of schoolwide programs (SWP) and program requirements	a. List of schools operating school-wide programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Copies of notices of information / guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Agendas, minutes, sign-in sheets for any meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.3	Show evidence that LEA provides guidance to schools about the evaluation of the schoolwide programs	<input type="checkbox"/> Copies of any kind of evaluation used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.4	Show evidence that LEA provides technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation	<input type="checkbox"/> Records of attendance at school meetings to implement schoolwide programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.5	Show evidence that schoolwide programs are comprehensively developed, reviewed and revised with parents annually	a. Discussion of the process, including copies of plans and revisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Copies of SWP Crosswalk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Sign-in sheets of participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.6	Explain how the LEA consolidates funds and, if so, how those funds are accounted for	a. Ledger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Fiscal records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.7	Show evidence that services students receive are supplementary to instructional services required to be provided by the school	<input type="checkbox"/> Review program implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.8	Show evidence that the SWP is being implemented in the school	a. Teacher interviews and classroom observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Schedules of extended-time activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.9	Show evidence that the LEA has conducted a needs assessment and used the results of that assessment to direct Title II, Part A funded activities and that the needs assessment appropriately addresses improving instruction to improve student achievement.	a. Copies of any kind of evaluation used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Results of needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.10	Show evidence that the LEA has evaluated the effectiveness of Title II, Part A activities and used that evaluation in making determinations about future use of funds.	<input type="checkbox"/> Copies of any kind of evaluation used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOLWIDE PROGRAMS								
Indicator 2.6: Compliance with schoolwide program requirements. Section: 1114 and 34CFR Secs. 200.26-28; 1112 (c)(1)(L) and 111 (b)(8(C); 2122(c)								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Schoolwide Plan Components								
2.6.11	Schoolwide plan was developed during a one-year period	a. Agendas, minutes, sign-in sheets for any meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.12	A comprehensive needs assessment of the whole school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.13	Implementation of schoolwide reform strategies that: <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.14	Highly qualified teachers in all core content area classes		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.15	High quality and on-going professional development for teachers, principals, and paraprofessionals		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.16	Strategies to attract high-quality, highly qualified teachers to this school		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.17	Strategies to increase parental involvement, such as literacy services		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.18	Description how the school will provide individual academic assessment results to parents		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.19	Strategies to involve parents and teachers in the planning, review, and improvement of the schoolwide plan		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.20	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.21	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.22	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SCHOOLWIDE PROGRAMS								
Indicator 2.6: Compliance with schoolwide program requirements. Section: 1114 and 34CFR Secs. 200.26-28; 1112 (c)(1)(L) and 111 (b)(8(C); 2122(c)								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.6.23	Coordination and integration of Federal, State and local funds; and resources such as in-kind services and program components		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6.24	List of programs that will be consolidated under the schoolwide plan (if applicable)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TARGETED ASSISTANCE PROGRAMS							
Indicator 2.7: Compliance with targeted assistance program requirements. Section: 1115; 1112 (c)(1)(L) and 111 (b)(8)(C); 2122(c)							
Guiding Questions / Statements	Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
		Yes	No	N/A			
2.7.1	What guidance, assistance, and support does the LEA provide to schools for planning, implementing, and improving the ongoing quality of their targeted assistance programs? [§1112(c)(1)(C); §1112(f); §1112(b)(1)(H); §1115(c)(2)(B)]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7.2	How does the LEA and schools use student achievement and other school-level data to make decisions about the implementation of the targeted assistance plan, including decisions about effective instructional methods and strategies, professional development, and coordination with the regular education programs? [§1112(c)(1)(C); §1112(f); 1112(b)(1)(H); §1115(c)-(d); §1115(e)]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7.3	Show evidence that the LEA has established targeted assistance programs (TAS) that address statutory purposes and meet requirements, including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7.4	Show evidence that LEA ensures that targeted assistance program (TAS) planning coordinates with and supports the regular education program in schools in that:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7.5	Show evidence that the LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TARGETED ASSISTANCE PROGRAMS								
Indicator 2.7: Compliance with targeted assistance program requirements. Section: 1115; 1112 (c)(1)(L) and 111 (b)(8)(C); 2122(c)								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
2.7.6	Show evidence that the progress of participating students is reviewed on an ongoing basis; and if necessary, revisions made to the TAS program	<input type="checkbox"/> Discussion of the process <input type="checkbox"/> Record of review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7.7	Describe how Title I and ARRA funds are being expended for identified students only	<input type="checkbox"/> Personnel <input type="checkbox"/> Supplies <input type="checkbox"/> Technology <input type="checkbox"/> Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.7.8	Show evidence that the LEA has conducted a needs assessment and used the results of that assessment to direct Title II, Part A funded activities and that the needs assessment appropriately addresses improving instruction to improve student achievement	<input type="checkbox"/> Copies of any kind of evaluation used <input type="checkbox"/> Results of needs assessment <input type="checkbox"/> Lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA PLAN							
Indicator 2.8: Compliance with LEA Plan. Section: 1112							
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed
			Yes	No	N/A		
2.8.1	Does the LEA have a current approved plan with all required components as detailed in section 1112?	<input type="checkbox"/> Most recently approved annual plan from the LEA, which includes: <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Allocation amount, budget information and required set-asides <input type="checkbox"/> A description of the poverty criteria used to select school attendance areas (DCPS ONLY) <input type="checkbox"/> Record of schools' AYP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8.2	LEA consolidated application maintained on file		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Indicator 2.8: Compliance with LEA Plan. Section: 1112							
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed
			Yes	No	N/A		
2.8.3	How did the LEA collect and incorporate into its LEA plan input from stakeholders including teachers, principals, administrators, other appropriate school personnel, and parents of children in schools receiving Title I services?	<input type="checkbox"/> Minutes of meetings <input type="checkbox"/> List of targeted assistance schools. <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agendas <input type="checkbox"/> Samples of communications to various stakeholders <input type="checkbox"/> Listing of schools with poverty criteria. <input type="checkbox"/> Evidence that the LEA application separately accounts for activities supported with Title I, Part A funds made available under ARRA and under the regular FY 2009 appropriation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Comments

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Comments

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SET-ASIDES								
Indicator 3.1: Compliance with statutory set-aside requirements. Sections: 1113, 1116, 1118								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
3.1.1	Homeless Students - Show how funds are reserved and expended to provide services to homeless students in non-Title I schools that are comparable to those provided to children in Title I served schools	a. Description in Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Invoices/POs for items purchased for homeless children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.2	Choice Transportation - Show documentation that you have expended the mandatory 20% for choice transportation and supplemental services unless a lesser amount is needed Sec.1116	a. Expenditure report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Invoices/POs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. SES contracts and payouts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Transportation expenditures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.3	Parental Involvement - If your combined Title I, Part A and ARRA allocation is more than \$500,000, show evidence that you have reserved 1% of the allocation for parental involvement In addition, show evidence that 95% of those funds have been expended to serve schools Sec.1118	a. Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Invoices/POs showing expenditures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.4	LEA Improvement- Show evidence that professional development needs of the instructional staff (specifically in those areas data proves necessary) are being met by spending not less than 10% under Title I, Part A and ARRA if the LEA is identified for improvement (which may include the 10% required for school expenditure) Sec. 1116(C)(7)	a. Contracts for outside consultants (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Stipends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Payroll for Professional Development personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Invoices/POs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

SET-ASIDES								
Indicator 3.1: Compliance with statutory set-aside requirements. Sections: 1113, 1116, 1118								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
3.1.5	School Improvement- Show evidence that the LEA has ensured that its schools spend not less than 10% of their Title I, Part A and ARRA funds to provide the schools' teachers and principals high-quality professional development focused on sub-groups of concern Sec.1116 (b)(3)	a. Contracts for outside consultants (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Stipends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Payroll for Professional Development personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Invoices/POs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.1.6	Extended Time Programs- Show how funds for extended time programs are reserved and expended as stated in the application	If applicable provide invoices/POs for: a. Preschool Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		If applicable provide invoices/POs for: b. Extended Time Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		If applicable provide invoices/POs for: d. Before or After School Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		If applicable provide invoices/POs for: e. Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Allocation Procedures								
Indicator 3.2: Compliance with LEA Allocation Procedures. The LEA complies with the requirements with regard to: (1) reserving funds for the various set-asides either required or allowed under the statute, and (2) allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. [§§. 1113, 1116, 1118 of the ESEA and § 200.77 and §200.78 of the Title I regulations]								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
3.2.1	The LEA complies with the requirements for reserving funds for the various set-asides either required or allowed under the statute	a. Evidence that, in reserving Title I, Part A funds for choice-related transportation, SES, and parent outreach and assistance, the LEA has not reduced Title I allocations to schools identified for corrective action or restructuring by more than 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Documentation on how an LEA calculated the 15% limit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evidence that the LEA has accounted separately for the allocation of Title I funds made available under ARRA and the regular FY 2009 appropriation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Evidence that the LEA has correctly calculated the district-wide poverty average.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Allocation Procedures								
Indicator 3.2: Compliance with LEA Allocation Procedures. The LEA complies with the requirements with regard to: (1) reserving funds for the various set-asides either required or allowed under the statute, and (2) allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. [§§. 1113, 1116, 1118 of the ESEA and § 200.77 and §200.78 of the Title I regulations]								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
3.2.2	Evidence the LEA complies with selection and allocation requirements:	a. Evidence that the LEA has correctly calculated the district-wide poverty average.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence that the LEA is correctly applying the 125 percent rule if it serves any school below 35 percent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.3	Are low-income and enrollment data available for all schools in the LEA?	a. Evidence that the LEA uses data that is consistent regarding the number of students residing in each of the school attendance areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.4	Has the LEA used the same measure of poverty for identifying eligible attendance areas and determining the allocation of each attendance area?	a. Evidence that the LEA is correctly applying the 125 percent rule if it serves any school below 35 percent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence that the LEA uses data that is consistent regarding the number of students residing in each of the school attendance areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Allocation Procedures								
Indicator 3.2: Compliance with LEA Allocation Procedures. The LEA complies with the requirements with regard to: (1) reserving funds for the various set-asides either required or allowed under the statute, and (2) allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area. [§§. 1113, 1116, 1118 of the ESEA and § 200.77 and §200.78 of the Title I regulations]								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
		c. Documentation , if applicable, that the LEA has a waiver of requirements for the determination of eligible school attendance areas and allocations under a State-ordered or court-ordered desegregation plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.5	Are all participating schools being funded based on low-income data from the same source?	a. Evidence that the LEA uses data that is consistent regarding the number of students residing in each of the school attendance areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. LEA policies for determining student count.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2.6	Are charter schools and alternative schools included in the ranking ? (DCPS only)	LEA policies for determining student count.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

EQUITABLE SERVICES (DCPS ONLY)

Indicator 4: Compliance with equitable services to nonpublic school student's requirements.

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
4.1	Evidence that DCPS LEA complies with requirements for Title I, Title II, Title III, and Title IV with regard to the plan, design, and implementation of services to eligible private school children, their teachers and their families.	<p>The DCPS LEA has evidence that prior meaningful consultation has occurred between the LEA and private school officials or its representatives regarding services for private school children prior to the LEA making any decision</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of yearly October-Citywide <input type="checkbox"/> Copies of consultation documentation <input type="checkbox"/> Copies of agendas <input type="checkbox"/> Copies of supplemental handouts <input type="checkbox"/> Copies of signed affirmations <input type="checkbox"/> Copy of program evaluation <input type="checkbox"/> Copies of sign-in sheets <input type="checkbox"/> Copies of meeting minutes <input type="checkbox"/> Copy of detailed services delivery plan <input type="checkbox"/> Copy of private school handbook 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	Evidence that consultation occurred between DCPS LEA and private school officials regarding the use of ARRA fund.	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of agendas <input type="checkbox"/> Copies of sign-in sheets <input type="checkbox"/> Copies of meeting minutes <input type="checkbox"/> Copies of signed affirmations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Evidence that DCPS LEA has policies and procedures for collecting signed and written affirmation from either private school officials or representatives.	<ul style="list-style-type: none"> <input type="checkbox"/> Copies of signed affirmations 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
4.4	The DCPS LEA has evidence that private school children that have been selected for services reside in a participating public school attendance area and meet the multiple academic criteria established by the LEA in consultation with private school officials.	<input type="checkbox"/> Copy of Rubric, <input type="checkbox"/> Copy of ranking eligibility data forms, <input type="checkbox"/> Copy of proportionality data of attendance, <input type="checkbox"/> Sample of email documentation <input type="checkbox"/> List of students (confidential but will make available upon request), <input type="checkbox"/> Samples of participation letter, samples of list of schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	The DCPS LEA has policies and procedures to ensure that providers of services are employees of the LEA or employees of third party contractor.	<input type="checkbox"/> Copies of contracts for each service provider, <input type="checkbox"/> Copies of documentation for ID Badges, <input type="checkbox"/> Copies of documentation for fingerprinting requirement, <input type="checkbox"/> Evidence of required training, <input type="checkbox"/> Evidence of child abuse documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	The DCPS LEA has documentation that all teachers and/or paraprofessionals employed by the LEA who provide services to private school children meet the Section 1119 requirements.	<input type="checkbox"/> Copies of certificates (degrees), <input type="checkbox"/> Evidence of reported training, <input type="checkbox"/> Copy of written agreement. <input type="checkbox"/> Sample of method used to calculate poverty data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.7	The DCPS LEA has evidence of an evaluation program for all programs serving private school students and makes modifications as necessary.	<input type="checkbox"/> Copy of Westat (Yearly) evaluation <input type="checkbox"/> Evidence of on-going-tri-annual, <input type="checkbox"/> Evidence of monitoring process, observations, and providers' evaluation <input type="checkbox"/> Evidence of monthly providers' reports, and copies of minutes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
4.8	The DCPS LEA has policies and procedures to ensure the maintenance of record for third party contract(s) and invoices from the third party contractor.	<input type="checkbox"/> Copies of contracts for each service provider on file; <input type="checkbox"/> Copies of invoices representing each contractor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.9	The DCPS LEA has evidence that the DCPS LEA regularly supervises the provision of Title I services to private school children.	<input type="checkbox"/> On-going-tri-annual, monitoring process, <input type="checkbox"/> Evidence of observations through on-site visits <input type="checkbox"/> Evidence of providers' evaluations, <input type="checkbox"/> Copies of monthly providers' reports, and minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.10	The DCPS LEA has evidence that the LEA maintains control of the Title I funds, materials, equipment and property that support services to private school children.	<input type="checkbox"/> Copy of Inventory check list, <input type="checkbox"/> Copy of NCLB Title Program Equipment Assessment Form. <input type="checkbox"/> Evidence of allocations documentation, <input type="checkbox"/> Evidence of record for tracking expenditures through reimbursement process (e.g. workbook submissions) <input type="checkbox"/> Sample of letters, invoices, and individual tracking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.11	The DCPS LEA has policies and procedures to ensure Title I funded materials and equipment located at the private school are properly labeled.	<input type="checkbox"/> Copy of list of equipment with tags, labels, inventory check list, and location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.12	Copy of SEA complaint procedures for private school officials.	<input type="checkbox"/> SEA Complaint Procedures stated in DCPS LEA's Equitable Services Handbook. Procedures are disseminated Yearly at the City wide Consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
4.13	Evidence that Title I, Part A; Title II, Part A, and ARRA services, materials, and equipment are used for secular, neutral, and non-ideological instruction only with Title I served students		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.14	Evidence that the nonpublic school components of Title I, Part A; Title II, Part A, and ARRA are administered by, and under the control of the DCPS LEA	<input type="checkbox"/> Documentation of meetings with private school officials <input type="checkbox"/> LEA personnel records show hiring of personnel for the nonpublic school Title I program <input type="checkbox"/> Documentation of payments for contract or services <input type="checkbox"/> Documentation of regular visits by the DCPS LEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.15	Evidence that the nonpublic school components of Title I, Part A; Title II, Part A, and ARRA are evaluated by the LEA	<input type="checkbox"/> Copy of evaluation (survey, assessment data, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.16	Evidence that the LEA has correctly calculated the amount of funds for equitable services to private school participants and their teachers and families, and that the calculation includes carryover as appropriate and Title I, Part A amount made available under ARRA: <input type="checkbox"/> Proportion of Reservation _____ [. 5%?] <input type="checkbox"/> Amount reserved for Instructional Services – Private School Participants _____. <input type="checkbox"/> Amount reserved for Parental Involvement – Families of Private School Participants _____. <input type="checkbox"/> Amount reserved for Professional Development – Teachers of Private School							

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Title II, Part A - INSTRUCTIONAL SUPPORT								
Compliance with ESEA professional qualification requirements for teachers, paraprofessionals and comparability. Sections: 1111(h) (6) (A); 1112(c)(1)(L); 1119 (c)-(l), (a)(1); 2123(a)(2)(B); and 34 CFR Secs. 200.58-200.61								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1.4: Professional Qualifications of Teachers								
1.4.1	All core academic subject area teachers meet the ESEA highly qualified teacher (HQT) requirements. Sec. 1119(a)(1).	a. Highly qualified teacher paperwork on file at the school/LEA Office/human resources Department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.2	If all core academic subject(s) teachers are not HQ, the LEA must provide evidence that it has a current LEA Highly Qualified Plan (or Individual HQT Plans for LEAs with 10 or fewer non-HQTs). Sec. 2141(a)	a. LEA Highly Qualified Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Individual action plans for each teacher that does not meet the highly qualified definition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Activities funded with required Title I 5% set aside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.3	If all core academic subject(s) teachers are not HQ AND the LEA has not made AYP for three consecutive years, the LEA must provide evidence that it has a current LEA Highly Qualified Plan (or Individual HQT Plans for LEAs with 10 or fewer non-HQTs), as well as an OSSE-approved agreement on the LEA's use of Title II-A funds. Sec. 2141(c)	a. LEA HQT Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Individual action plans for each teacher that does not meet the highly qualified definition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evidence of professional development strategies and activities, based scientifically based research the LEA will use to ensure all core academic teachers meet the HQT requirements. Sec. 1119(a) (2).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Activities funded with required Title I 5% set aside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.4	All teachers paid with Title II, Part A funds for class size reduction are highly qualified. Sec 2123(a)(2)(B).	a. Highly qualified teacher paperwork on file at the school/LEA office/human resources department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Title II, Part A - INSTRUCTIONAL SUPPORT								
Compliance with ESEA professional qualification requirements for teachers, paraprofessionals and comparability. Sections: 1111(h) (6) (A); 1112(c)(1)(L); 1119 (c)-(l), (a)(1); 2123(a)(2)(B); and 34 CFR Secs. 200.58-200.61								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.4.5	The LEA implements various strategies to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, out-of-field teachers. Sec. 1112 (c)(1)(L).	<input type="checkbox"/> A list of new and non-highly qualified teachers and their school/campus assignments that include the school's minority and poverty data. <input type="checkbox"/> Class schedules <input type="checkbox"/> Staff rosters <input type="checkbox"/> Procedures for scheduling non-highly qualified teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.6	A needs assessment was conducted with the involvement of teachers and principals. The needs assessment takes into account activities that need to be conducted in order to give teachers the subject matter knowledge and skills and principals the instructional leadership aptitude necessary to help teachers provide students with the opportunity to meet State and local student academic achievement standards. Sec. 2122 (c)(2).	The LEA has evidence of a needs assessment and a list of participants in the development process. This can be part of an overall needs assessment but must show that teachers and principals had input regarding their specific professional development needs, e.g., teacher surveys, meeting notes/agendas, professional development committees etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Title II, Part A - INSTRUCTIONAL SUPPORT								
Compliance with ESEA professional qualification requirements for teachers, paraprofessionals and comparability. Sections: 1111(h) (6) (A); 1112(c)(1)(L); 1119 (c)-(l), (a)(1); 2123(a)(2)(B); and 34 CFR Secs. 200.58-200.61								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.4.7	Title II, A activities have a substantial, measurable and positive impact on student achievement and are used as part of a broader strategy to eliminate the achievement gap. Sec. 2122 (b)(2).	a. Evidence that the LEA's professional development plan and school improvement plans are aligned with student learning data from various assessments, e.g., DC-CAS, DIBELS, NAEP, etc. Running records and other teacher constructed records align with the LEA's professional development and school improvement plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.8	Activities charged are allowable: OMB A-87, OMB A-133.	One month transaction recap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.9	Expenditures charged are for allowable activities.	Example of back-up documentation for one activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.10	Professional development activities meet the ESEA definition for high quality professional development. Sec 9101 (34).	a. Evidence of activities that are intensive, sustained, and classroom-focused (are not one-day or short-term workshops/conferences).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence of activities that improve and increase teachers' knowledge of the academic subjects teachers teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.11	Parents receive an annual notification regarding their right to request qualification information on their child's teachers and paraprofessionals	a. Appropriate letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Proof of mailing / dissemination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Title II, Part A - INSTRUCTIONAL SUPPORT								
Compliance with ESEA professional qualification requirements for teachers, paraprofessionals and comparability. Sections: 1111(h) (6) (A); 1112(c)(1)(L); 1119 (c)-(l), (a)(1); 2123(a)(2)(B); and 34 CFR Secs. 200.58-200.61								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.4.12	Parents receive a notification when their child has been taught by four weeks by a non-highly qualified teacher. Sec 1111 (6)	a. Appropriate letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Proof of mailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.13	If the district has non-highly qualified teachers, where are those teachers located?	Staff rosters at schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.14	Show evidence that the district has reserved and expended Title I, Part A; Title II, Part A, and/or ARRA dollars to support teachers in becoming highly qualified	<input type="checkbox"/> Budgets, spending plans or other financial documents documenting expenditures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.15	Describe the plan for all teachers to become highly qualified (if applicable)	<input type="checkbox"/> Supporting documentation for HOSSE points <input type="checkbox"/> HR records of teacher licenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.16	Comparability: Show evidence of your completed comparability report and the accuracy of the report.	<input type="checkbox"/> Copy of report <input type="checkbox"/> Verify report with staff rosters <input type="checkbox"/> Compare two schools on report with staff rosters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4.17	Does the LEA need to make any adjustments in schools based on these reports?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Title II, Part A - INSTRUCTIONAL SUPPORT								
Compliance with ESEA professional qualification requirements for teachers, paraprofessionals and comparability. Sections: 1111(h) (6) (A); 1112(c)(1)(L); 1119 (c)-(l), (a)(1); 2123(a)(2)(B); and 34 CFR Secs. 200.58-200.61								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1.5: Qualifications of Paraprofessionals								
1.5.1	If the LEA is determined to be in Agreement status with the SEA, the LEA must provide evidence that Title I funds are not used for paraprofessional hires, except as exempted to do so by ESEA, Sec. 2141(c)(2)(A).	Title I budget does not include paraprofessional salaries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5.2	Do all instructional paraprofessionals meet the qualification requirements in Title I targeted assistance and schoolwide program schools? Sec. 1112(c)(1)(l); Sec.1119(c)-(f)]	Documentation that the LEA ensures that Title I instructional para-professionals meet ESEA hiring requirements (i.e., EER handbook & Report, hiring policy, staff records, list of paraprofessionals.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5.3	How does the LEA ensure that instructional paraprofessionals in Title I schools work under the direct supervision of and in close and frequent proximity with a highly qualified teacher? [§1112(c)(1)(l); §1119(g)] <i>*Direct supervision is defined as (1) the teacher prepares the lessons and plans the instructional support activities that the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and (2) the paraprofessional works in close and frequent proximity to the teacher.</i>	a. Class schedules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Review of lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Classroom observations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Title II, Part A - INSTRUCTIONAL SUPPORT								
Compliance with ESEA professional qualification requirements for teachers, paraprofessionals and comparability. Sections: 1111(h) (6) (A); 1112(c)(1)(L); 1119 (c)-(l), (a)(1); 2123(a)(2)(B); and 34 CFR Secs. 200.58-200.61								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.5.4	What direction has been given to principals and teachers regarding this requirement? [§1112(c)(1)(l); §1119(g)]	Samples of guidance, memoranda, training materials and/or agenda of meetings for principals and teachers in Title I schools regarding the duties and assignment of paraprofessionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1.1: Identification of English Language Learners								
1.1.1	LEA has developed a comprehensive plan to serve English Language Learner (ELL) students.	Documentation of ELL Program Description	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1.2	ELL Plan-Identification: LEA has a procedure for identifying potential ELL students within stated timeframes and a process for documentation.	a. Copies of completed Home Language Surveys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Sample copy of Parent-Student handbook or other documentation of written policy for identification process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1.3	LEA has and adheres to a policy of admitting students without regard to citizenship or immigration status.	a. LEA written registration procedures and /or Parent-Student handbook demonstrating policy b. School registration form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1.4	ELL Plan-Staffing and Other Resources: LEA has instructional staff appropriate to implement ELL services.	a. ELL teacher credentials demonstrating educational expertise in English as a Second Language (ESL) field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Staffing rosters demonstrating adequate number of staff to provide ELL services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Discussion regarding appropriateness of instructional staff to implement ELL services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.1.5	LEA has appropriate materials and resources to implement the ELL program?	a. List of ESL supplemental materials (books, computer software, etc.) to implement ELL program, demonstrating materials are available and utilized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Title III - Part A: English Language Learners								
Indicator 1.2: Standards, Assessment and Accountability								
1.2.1	The LEA has implemented the District of Columbia adopted WIDA English Language Proficiency Standards.	<input type="checkbox"/> Evidence of use of the WIDA English Language Proficiency Standards <input type="checkbox"/> Description of implementation process, including training for teachers and notifying parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 1.3: Annual Measurable Achievement Objective (AMAOs)								
1.3.1	LEA can demonstrate knowledge of subgrantee's AMAO status, and any sanctions for not meeting AMAO's for two or four consecutive years.	<input type="checkbox"/> ELL plan <input type="checkbox"/> LEA Application <input type="checkbox"/> State notification letters whether LEA met all three AMAO's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 1.4: Data Collection and Reporting								
1.4.1	LEA can explain the procedures in place to collecting and reporting data on individual LEP students.	<input type="checkbox"/> Data <input type="checkbox"/> Instrument for collecting Data <input type="checkbox"/> Documentation submitted to the SEA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 1.5: Local Plan								
1.5.1	LEA describes how the LEA complies with the Local Plan submitted for Title III.	Copy of most recent approved Plan, including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		a. Needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Budget allocation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Plan of programs and activities proposed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Procedures for holding schools accountable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Plans for parental and community participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	f. Certification of teacher fluency in English and any other languages used for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.5.2	Describe how the LEA expends the annual Title III allocation for required and authorized activities, as outlined in section 3114 and 3115.	<input type="checkbox"/> Equipment, resources and materials purchased with Title III funds are necessary and purchased at a reasonable cost; and, if made available for use with other programs and projects, sharing does not interfere with Title III program use or significantly shorten equipment's useful life. <input type="checkbox"/> Inventory records, purchase orders, receipts, and vendor contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1.6: Instructional Support								
1.6.1	Parental Involvement and Outreach LEA complies with parental notifications under Title III for identification and AMAO's?	a. Notification letters b. Evidence of outreach to parents						
1.6.2	Authorized Subgrantee Activities: Describe how the LEA uses Title III funds for one or more of the following activities: a: upgrading program and effective instructional strategies for ELLs b: improving instructional materials, software and assessment procedures for ELLs c: providing tutoring for ELLs d: developing programs for ELLs coordinated with other relevant programs and services e: providing community services or outreach and services to LEP families f: improving the instruction of LEP students through technology, materials, training, or communication.	a. Records of coordination with other relevant programs and services, and results of the collaboration. b. Discussion of rationale for selecting specific activities and/or materials, and how they are effective in meeting goals; how activities are coordinated with other programs or services. c. Records indicating tutorial services for ELL students. d. Records indicating parent participation policies are distributed on a regular basis and outreach conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
	Required Subgrantee Activities: LEA is using Title III funds to: Implement high quality language instruction programs, based on scientifically based research, which demonstrate effectiveness in increasing English language proficiency levels and academic achievement.	a. Discussion of factors in selection of ELL Program. b. ELL plan, school-wide plan or other evidence that a scientifically-based research ELL program is being implemented. c. Records of the number of ELL students being served; teacher and student schedules; course outlines; receipts from purchases of ELL materials and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.3	LEA is using Title III funds to provide high quality, ongoing professional development to teachers, administrators and other school and community based personnel.	a. Professional development plan designed to improve English language proficiency and academic achievement of ELL students. b. Duration and intensity of Professional Development Plan and how it is measured; professional development surveys, agendas, and sign-ins, technical assistance and guidance provided by SEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1.7: Fiduciary								
1.7.1	Reservation and Use of Funds: Evidence that the LEA expends not more than 2% of Title III funds for the cost of administering the grant.	Record of Title III expenditures verifying that not more than 2% of funds have been used for administration of the grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7.2	Allocations, Reallocations, and Carryover: Describe how the LEA expends the annual Title III allocation for required and authorized activities, as outlined in section 3114 and 3115.	a. Discussion that resources and materials purchased with Title III funds are necessary and purchased at a reasonable cost. b. Inventory records, purchase orders, receipts, and vendor contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7.3	Supplement not Supplant: LEA complies with the supplement not supplant requirements under Title III?	<input type="checkbox"/> LEA approved budget and records of expenditures of Title III funds at the LEA level. <input type="checkbox"/> Record of Title III expenditures that verifies that funds have not supplanted non-Federal funds. <input type="checkbox"/> General ledger <input type="checkbox"/> Transaction report <input type="checkbox"/> Personnel records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
1.7.4	<p>Use of Funds to Administer ELP Assessments</p> <p><input type="checkbox"/> What funds has the LEA used to identify LEP students who may need language services, including the development of ELP screening or placement assessments?</p> <p><input type="checkbox"/> What funds does the LEA use to pay for the costs of administration, scoring or reporting of ELP assessment, and materials or equipment related to the administration of annual ELP assessments?</p> <p>Screening and Placement Assessments for LEP Students</p> <p><input type="checkbox"/> What funds does the LEA use to develop and administer assessments to identify LEP students and place them in core language programs?</p>	<p><input type="checkbox"/> Budget records</p> <p><input type="checkbox"/> Purchase orders</p> <p><input type="checkbox"/> Personnel runs</p> <p><input type="checkbox"/> Letters</p> <p><input type="checkbox"/> Memos</p> <p><input type="checkbox"/> Agendas</p>						
	<p>Equipment and Real Property: Purchased are allowable and records are maintained.</p>	<p>a. Discussion that equipment, resources and materials purchased with Title III funds are necessary and purchased at a reasonable cost; and, if made available for use with other programs and projects, sharing does not interfere with Title III program use or significantly shorten equipment's useful life.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

LEA Obligations Toward National Origin Minority Students with Limited English Proficiency; Title VI of the Civil Rights Act of 1964, Office for Civil Rights, U.S. Department of Education								
Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 1.8: Private School Participation: DCPS ONLY								
1.8.1	How does the LEA monitor services to private school students and evaluate effectiveness of services?	<input type="checkbox"/> Policies and Procedures of services <input type="checkbox"/> Timeline of subgrantee contact with private school to conduct consultation regarding equitable participation of LEP students, teachers, or other educational personnel in Title III <input type="checkbox"/> Pre and Post Assessment survey <input type="checkbox"/> Number of participating students <input type="checkbox"/> Documentation of participation or decline waiver <input type="checkbox"/> Documentation of how students' and teachers' needs were identified. <input type="checkbox"/> Evidence of how students were assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE IV, PART A, SUBPART I -- SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	NA			
6.1	Assessment of Objective Data: The LEA assesses objective data gathered from incidence of violence and illegal drug use, including an objective analysis of current conditions and consequences regarding violence and illegal drug use. (Requirement: Sec. 4115 (A) Regarding the incidence of violence and illegal drug use in the elementary and secondary schools and communities to be served.)	a. Past performance reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Truancy policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Truancy records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Log of Incidents, which occur in and around the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Violent crime reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Record of current needs assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Disciplinary data (including suspension and expulsion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		h. Report of truancy data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		i. Procedures which demonstrate the use of incident log to form data to reduce the use of illegal drugs and violence in its school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		j. Truancy letters on file	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE IV, PART A, SUBPART I -- SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	NA			
6.2	Established Set of Performance Measures: The LEA has created a well-disciplined environment conducive to learning; consultation among teachers, principals and other school personnel to identify early warning signs as part of classroom management. <i>(Requirement: Sec. 4115 (B) Based on an established set of performance measures aimed at ensuring that the elementary and secondary schools and communities to be served by the program have a safe, orderly, and drug-free learning environment.)</i>	The LEA demonstrates it has established a set of performance measures and has evidence of:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		a. Reports which delineates the permit of quantitative assessment of progress						
		b. Reports which demonstrates the LEA addresses violence and illegal drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Program alignment with the LEA Application and Assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.3	Scientifically Based Research: The LEA has provided the source(s) used to determine its scientifically based program. <i>(Requirement: Sec. 4115 (C) Based on research that provides evidence that the program to be used will reduce violence and illegal drug use.)</i>	a. Records and description of listed incidents which might have occurred.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Response to violence and crime procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE IV, PART A, SUBPART I -- SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	NA			
6.4	Data Analysis: The LEA has analyses of assessment data. (Requirement: Sec. 4115 (1)(D)) Based on analysis of the data reasonably available at the time of risk factors and increasing rates of reported cases of child abuse and domestic violence; protective factors, buffers, assets; or other variables in the LEA and the community.	a. Annual comprehensive report of number of violence and illicit drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE IV, PART A, SUBPART I -- SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	NA			
6.5	Meaningful and Ongoing Consultation : The LEA ensures parents participated in meetings and focus group discussions regarding the prevalence of drug use and violence problems among youth in the community . Requirement: Sec. 4115 (E) <i>Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.</i>	a. Meeting notices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Newsletters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Training materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Dissemination of progress reports to parents regarding program outcomes and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.6	Periodic Evaluation: The LEA periodically assesses program activities. Requirement : Sec. 4115(2)(A) <i>Periodic evaluation to assess progress toward reducing violence and illegal drug use in the LEA on performance measures described in 4114(d)(2)(B)</i>	a. Program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.7	Use of Results: The LEA uses results to improve the program and share with public upon request. Requirement : Sec. 4115(2)(B) <i>Use of results to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.</i>	a. Data collection from program evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TITLE IV, PART A, SUBPART I -- SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES

Guiding Questions / Statements		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	NA			
6.8	Waiver for innovative activities or programs: The LEA option to apply to a State for a waiver of requirements. <i>Requirement: Sec. 4115 (3) An LEA may apply to the State for a waiver of the requirement of subsection (a)(1)(C) to allow innovative activities or programs that demonstrate substantial likelihood of success.</i>	Has the LEA requested a waiver? If N/A, skip to Indicator 6.10	<input type="checkbox"/>	<input type="checkbox"/>				
		If applicable, the LEA has evidence it: a. Uses innovative activities in replacement of Title IV.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Requested and completed the required waiver form from the SEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.9	Financial Responsibility: The LEA has evidence it has set-aside no more than 2% of the funds for administrative costs.	b. Requested and completed the required waiver form from the SEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Budget/Spending plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Expenditures / Reimbursement requests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.10	GEPA reporting requirements - the LEA is to have evidence as shown.	a. Truancy data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Disciplinary reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Violent crime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Unsafe School Choice Act	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Transfer data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TITLE X - McKINNEY-VENTO HOMELESS EDUCATION

Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
7.1	Standards, Assessment and Accountability: the LEA has evidence of its compliance with McKinney-Vento program requirements. [§722(g)(2)(A) and (B)] (<i>LEAs with and without subgrants</i>)	a. Most recent copy of any evaluation reports of McKinney-Vento services or subgrant project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Written documentation and summaries of homeless students' primary nighttime residence. Review the method of collection, data quality, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Most recent reports of statewide assessment performance of homeless students enrolled in the district for the last fiscal or school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.2	Instructional Support: Evidence that the LEAs ensure appropriate implementation of the statute [§722(e) and (g)(3)(a)].	a. Evidence that the LEA annually reviews and revises policies and practices to ensure they do not act as barriers to enrolling homeless students such as agenda, minutes or notes from meetings where these reviews occur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Disseminates public notices of rights upon student seeking enrollment and at least twice annually. Notices include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		(i) letters, memoranda to assist in enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		(ii) Provides timeline-waivers for producing medical, school and other records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		(iii) Provides waivers for uniform fees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		(iv) Evidence that the LEA designates a liaison for homeless children and youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evidence that the LEA designates and allows for training of a liaison for homeless children and youth and that this person provides training to other relevant district personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TITLE X - McKINNEY-VENTO HOMELESS EDUCATION

Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
		d. Evidence the LEA provides written notification to parents and youth regarding placement decisions when they are different from what was requested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Evidence that the LEA ensures that transportation to the school of origin is provided upon request and monitored by the LEA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Evidence that the LEA liaison or district staff conducts outreach to relevant community groups to inform them of McKinney-Vento rights and services for homeless children and youth, such as copies of agenda, minutes, handouts or notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.3	Prompt resolution of disputes. [§722(g)(C)]: Evidence that Local Education Agency (LEA) complies with state dispute resolution policy and procedures policy [§722(g)(C)]	a. Evidence the LEA application/plan includes assessment of the needs of homeless students and the supplemental services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence the LEA implements a process for the prompt resolution of disputes, such as a phone log, notes, or e-mail message	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Records indicating that enrollment disputes are investigated and resolved in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Evidence that students are enrolled and provided transportation during the dispute resolution process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Survey results or records of inquiries and complaints made by community groups concerning barriers to enrollment for students experiencing homelessness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

TITLE X - McKINNEY-VENTO HOMELESS EDUCATION

Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
7.4	Services to eligible homeless students meet all requirements: Evidence that Local Education Agency (LEA) subgrant plans for services to eligible homeless students meet all requirements. [§722(e)(1) and §723]. (ARRA Reporting)	a. Evidence the LEA application/plan includes assessment of the needs of homeless students and the supplemental services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence the LEA and LEA agencies collect and reports assessment data on the educational needs of homeless children and youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evidence that the subgrant expands or improves services provided as part of regular academic program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Evidence that the LEA has written contracts when an LEA subcontracts any of its EHCY activities to a third-party organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Evidence that the LEA is implementing required and authorized activities; for example, budget reports at the end of a fiscal year, records of expenditures, carryover and other summary reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Evidence that the LEA has a current list of all personnel (instructional and administrative staff) paid with McKinney-Vento subgrant funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Evidence that the LEA has a copy of the sub-recipient data reported to the State for Title I ARRA funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

ARRA COMPLIANCE								
Indicator 8: Compliance with ARRA Program Requirements								
ARRA Programs Verified:		<input type="checkbox"/> Title I, Part A	<input type="checkbox"/> Title X, Homeless	<input type="checkbox"/> Title II D (ED Tech)				
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
8.1	Does the LEA adhere to the proper accounting of time and attendance for regular Title I and ARRA paid staff?	a. Record of personnel records for all Title I-funded positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.2	Does the LEA adhere to the procedures for maintaining equipment and materials purchased with regular Title I and ARRA funds?	a. Record of inventory purchased within the last two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.3	Has the LEA submitted the data, through the ARRA Reimbursement & Reporting Workbook, required for the SEA's quarterly report(s) required by section 1512 of the ARRA?	a. Record of travel authorizations and vouchers paid using Title I funds. b. Evidence from the SEA that audit findings referencing erroneous payments (overpayments and underpayments), if applicable, have been cleared. c. Copy of sub-recipient data reported to the State for Title I ARRA funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.4	LEA can show separate tracking of ARRA and regular FY funds.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

MONITORING INDICATORS FOR TITLE II, PART A – IMPROVING TEACHER QUALITY STATE GRANTS – STATE AGENCY FOR HIGHER EDUCATION																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">SAHE Coordinator:</td> <td style="width: 50%; padding: 5px;">SAHE Eligible Partnerships funding (FY 20__):</td> </tr> <tr> <td style="padding: 5px;">SAHE Administration funding (FY 20__):</td> <td style="padding: 5px;">Carryover funding from previous years:</td> </tr> <tr> <td style="padding: 5px;">Number of new awards in FY 20__:</td> <td style="padding: 5px;">Number of new awards in FY 20__:</td> </tr> <tr> <td style="padding: 5px;">Number of continuations from previous FYs:</td> <td style="padding: 5px;">Number of continuations from previous FYs:</td> </tr> <tr> <td style="padding: 5px;">Range of FY 20__ awards:</td> <td style="padding: 5px;">Range of FY 20__ awards:</td> </tr> <tr> <td style="padding: 5px;">Duration of Project Grants:</td> <td></td> </tr> </table>							SAHE Coordinator:	SAHE Eligible Partnerships funding (FY 20__):	SAHE Administration funding (FY 20__):	Carryover funding from previous years:	Number of new awards in FY 20__:	Number of new awards in FY 20__:	Number of continuations from previous FYs:	Number of continuations from previous FYs:	Range of FY 20__ awards:	Range of FY 20__ awards:	Duration of Project Grants:	
SAHE Coordinator:	SAHE Eligible Partnerships funding (FY 20__):																	
SAHE Administration funding (FY 20__):	Carryover funding from previous years:																	
Number of new awards in FY 20__:	Number of new awards in FY 20__:																	
Number of continuations from previous FYs:	Number of continuations from previous FYs:																	
Range of FY 20__ awards:	Range of FY 20__ awards:																	
Duration of Project Grants:																		
Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments											
			Yes	No														
Indicator 9.1: Eligible SAHE Partners (\$2131)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
9.1.1	Evidence that the LEA provides acceptable documentation of eligibility when participating as a partner in a SAHE program as appropriate for the following categories: An institution of higher education and the division of the institution that prepares teachers and principals;	a. Formal signed agreement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		b. Meeting Agendas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		c. Sign-in sheets*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		d. Work Products*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		e. Professional Development Agendas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
9.1.2	A high-need LEA, defined as an LEA: a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or b) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line; and c) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or d) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach;	LEA participant and teacher documentation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		a. Meeting Agendas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		b. Sign-in sheets*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		c. Work Products*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		d. Professional Development Agendas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		List of out-of-field teachers whose without certification from the application or other official program documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
		List of out-of-field teachers whose without certification from the application or other official program documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
9.1.3	A school of arts and sciences		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 9.2: Eligible Activities §2134							
9.2.1	Evidence that subgrant funds shall be used for: (1) Professional development activities in core academic subjects to ensure that: (A) teachers and highly qualified paraprofessionals, and principals have subject matter knowledge in academic subjects that the teachers teach; and	Evidence that each grant awarded in the most recent competition meets an allowable use of grant funds. Documentation can include: a. Reimbursement requests* b. Agendas* c. Sign in sheets* d. Travel documentation* e. Reporting evidence * f. Work products *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2.2	(B) principals have the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects;	Evidence that each grant awarded in the most recent competition meets an allowable use of grant funds. Documentation can include: a. Reimbursement requests* b. Agendas* c. Sign in sheets* d. Travel documentation* e. Reporting evidence* f. Work products *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2.3	(2) Developing and providing assistance to LEAs and teachers, highly qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that: (A) ensure that the individuals are able to use challenging State academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;	Evidence that each grant awarded in the most recent competition meets an allowable use of grant funds. Documentation can include: a. Reimbursement requests* b. Agendas* c. Sign in sheets* d. Travel documentation* e. Reporting evidence* f. Work products *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.2.4	(B) may include intensive programs designed to prepare such individuals who will return to a school to provide instruction related to the professional development to other such individuals within such school; and	Evidence that each grant awarded in the most recent competition meets an allowable use of grant funds. Documentation can include: a. Reimbursement requests* b. Agendas* c. Sign in sheets* d. Travel documentation* e. Reporting evidence* f. Work products *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
9.3.5	(C) may include activities of partnerships between one or more LEAs agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.	Evidence that each grant awarded in the most recent competition meets an allowable use of grant funds. Documentation can include: a. Reimbursement requests* b. Agendas* c. Sign in sheets* d. Travel documentation* e. Reporting evidence* f. Work products *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 9.3: Funding allocations among partners §2132 (c)							
9.3.1	No single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may “use” more than 50 percent of the subgrant.	a. Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Work plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Staffing Narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 9.4 Financial Management							
9.4.1	Evidence that the grantee has a mechanism in place to review the budget monthly, track expenses, and adjust the approved budget, as needed. Discuss the process.	a. A year end expenditure report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Purchase orders, invoices, cancelled checks for each transaction (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. OSSE Approved Final Expenditure Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Bank statements for the grant period reviewed (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.2	Evidence that the grantee submits FERs and APRs, as appropriate to OSSE by due dates.	a. Copy of Annual Performance Report (does it include submission date?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Copy of FERs (Does it include a submission date?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.3	Evidence that the grantee has a current, accurate physical inventory policy in place. Evidence that equipment purchased with federal funds have been accounted for and included in the inventory list.	a. Copy of inventory policy or procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Pull an example of equipment and test it against the policy. Is it tagged? Is it accounted for in the report? Etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.4	Evidence that the grantee has accounting records that are complete and accurate. Evidence that the grantee has expenditures identified that tie back to accountability reports. Discuss the process.	a. A year end expenditure report (required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Purchase orders, invoices, cancelled checks for each transaction (upon request)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. OSSE Approved Final Expenditure Report*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
		d. Bank statements for the grant period reviewed (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.5	Evidence that the grantee has an associated purchase order/invoice and cancelled check for each transaction.	a. Purchase orders, invoices, cancelled checks for each transaction (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Bank statements for the grant period reviewed (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.6	Evidence that the grantee has a report that correctly identifies all grant expenditures.	a. Year end final expenditure report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.7	Allocations, Reallocations, and Carryover: Describe how the entity expends the annual Title IIA allocation for required and authorized activities, as outlined in section 3114 and 3115.	a. Discussion that resources and materials purchased with Title IIA funds are necessary and purchased at a reasonable cost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Inventory records, purchase orders, receipts, and vendor contracts*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.8	Supplement, not Supplant: How does the entity comply with the supplement not supplant requirements under Title IIA?	a. Copy of the approved budget and records of expenditures of Title IIA funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Record of Title IIA expenditures that verifies that funds have not supplanted non-Federal funds*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. General ledger*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Transaction report*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.4.9	No single participant in an eligible partnership, (i.e., no single high-need LEA, no single IHE and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may "use" more than 50 percent of the subgrant.	a. Monitoring tools/budget forms used by the SAHE for tracking the disbursement among and use of funds by the partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 9.5 Grant Management							
9.5.1	SAHE Plan-Staffing and Other Resources: Does the entity have instructional staff appropriate to implement grant services?	a. Credentials demonstrating educational expertise in the grant area is evident*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Staffing rosters demonstrating adequate number of staff to provide SAHE services*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Discussion regarding appropriateness of instructional staff to implement SAHE services*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.5.2	Does the entity have appropriate materials and resources to implement the SAHE program?						

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
9.5.3	Reservation and Use of Funds: Evidence that the entity expends not more than 2% of Title IIA funds for the cost of administering the grant.	Record of Title IIA expenditures verifying that not more than 2% of funds have been used for administration of the grant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* indicates only one or more documents are required to submit as evidence

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Math & Science Partnerships Grant							
OSSE Monitoring Team:					Sub-recipient Project Director Telephone #:		
Site Visit Participants:					Sub-recipient Project Director E-mail:		
Sub-recipient Name:					Sub-recipient Fiscal Officer Name:		
Sub-recipient IRN:					Sub-recipient Fiscal Officer Telephone:		
Sub-recipient Address:					Sub-recipient Fiscal Officer E-mail:		
Sub-recipient Project Director Name:		Sub-recipient Monitoring Visit Contact/Coordinator Name:					
	Program Name:						
	School Year	200X	200X	200X	200X	200X	
	Total Grant Award						
	# of Sites						
	Monitoring Date						
	Selected Site Visit Name: N/A		Selected Site Visit Coordinator:				
	Selected Site Visit Date:		Selected Site Visit Phone #:				
	Selected Site Visit Address:		Selected Site Visit E-mail:				

MATH & SCIENCE PARTNERSHIPS							
Indicator 10.1 Needs Assessment							
A comprehensive needs assessment (i.e. student achievement, staff development, student to computer ratio) which supports the Title II, Part B funded program goals.							
Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
10.1.1	Evidence that a comprehensive needs assessment process was used to identify indicators of need in selected areas of concern related to Math and Science instruction and its ability to enhance student learning and professional development for teachers to analyze the gaps to prioritize needs, and to identify potential strategies to meet those needs.	a. School Improvement Planning Tool**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Record of data and school improvement planning**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. HQT Teacher Data**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. State Test Scores**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Teacher surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Parent surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Student surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		h. Administrator surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		i. Technology surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		j. School surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		k. Program surveys**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		l. Plans based on analysis of results**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		m. Other _____ **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements	Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments				
		Yes	No							
Indicator 10.2 Private School Consultation (DCPS only)										
The LEA (DCPS only) engages in timely and meaningful consultation with all private schools in the area regarding funds available under Title II, Part B (should DCPS apply) to address the needs of the private school students and staff members.										
10.2.1	Evidence that the LEA notifies every participating private school of the rights of the private school students and staff to benefit from Title II, Part B funding and documentation of the intent to participate or not participate are available for each private school.	a. Letter(s) of notification*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		b. Statement of Participation form*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		c. Affirmation of Consultation form*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		d. Agenda from meetings*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		e. Sign-on/sign-off sheet from participating private schools in the LEA, or other form of written verification that indicates intent to participate or not participate in eligible Title II, Part B program*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		f. Other: _____ **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
10.2.2	Evidence that the LEA meaningfully involves private schools in the development, implementation, and evaluation of the Title II, Part B Application; including consultation with the private schools before documentation of their involvement is available.	a. Meeting agendas and minutes*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		b. Letters and/or emails to private schools with information on Title II, Part B services and funding*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		Other written documentation on how the LEA consulted with private school officials during the design and development of the program offered on issues such as:								
		c. What services will be offered that meets the needs of both entities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		d. How, where and by whom services will be offered*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		e. How the services will be assessed*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		f. The size and scope of the services to be provided*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		g. Description of how equitable participation will be determined*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
		h. The amount of funds available for the services*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
10.2.3	The LEA or sub-grantee manages/controls and monitors the funds used for private school purposes and ensures that the program and services provided to private schools are supplemental, secular, neutral, and nonideological, and address the needs of the private school students and staff members.	a. Copies of purchase orders and inventory lists*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Service agreements*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Description of private school needs, monitoring activities, and other documentation to verify that the LEA manages and monitors the programs and services provided with federal funds*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Other: _____**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 10.3 Professional Development Plan							
10.3.1	Evidence that the actions in the Professional Development Plan are developed based on the analysis of the needs assessment, are designed to increase the student achievement in Math and/or Science and all activities are based on scientifically-based research.	a. Planning notes, participants, and agendas*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other written documentation on how the partnership developed the activities that are based on the analysis of the needs assessment and consulted with teachers, principals, administrators, and parents during the design and development of the program offered on issues such as:					
		b. How activities are developed*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. How activities will be offered and assessed*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. The size and scope of the services to be provided*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. The amount of funds available for the services*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Summary results of the assessment and information on how findings were used when planning new or modifying professional development activities related to teacher content knowledge or student academic achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Documentation showing the research conducted prior to the implementation of any professional development activity*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
10.3.2	All professional development activities are sustained, connected, and have a lasting impact on the classroom instruction and student achievement.	a. Attendance record of staff participation in the professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Sample of participants' logs*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Sample of follow-up sessions and student achievement connection*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Summary report on professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Sample of a professional development activity*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.3.3	The professional development plan is evaluated using a research-based evaluation design.	a. Copy of the evaluation design*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Correlation between student achievement and professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Documents showing the impact of the professional development on student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 10.4 Instructional Plan							
10.4.1	The professional development plan is evaluated using a research-based evaluation design.	a. Current school year approved instructional plan (signature required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evaluation process for current plan *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Other : _____ **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 10.5 Professional Development and Set Asides							
10.5.1	The Partnership is providing professional development in the area of Math or Science content linked to the States Academic Content Standards.	a. Descriptions of professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Records of these activities, such as purchase orders and contracts*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evaluation and feedback forms of conducted trainings*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Review of Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.5.2	Evidence that the partnership has provision for follow-up training if a summer workshop or institute was conducted	a. Descriptions of professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Records of these activities, such as purchase orders and contracts*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evaluation and feedback forms of conducted trainings*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Review of Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
Indicator 10.6 Teacher and Student Achievement							
10.6.1	The partnership is developing continuous strategies to integrate technology into classroom instruction	a. Curriculum maps*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Curriculum benchmarks*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Assessment tools for students*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Assessment tools for teachers*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Evidence of student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Evidence of teacher achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.6.2	The partnership has a plan for the evaluation of students in order to demonstrate improved student achievement aligned to the State achievement Standards	a. Curriculum maps*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Curriculum benchmarks*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Assessment tools for students*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Assessment tools for teachers*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Evidence of student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Evidence of teacher achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.6.3	The partnership has a clearly identified strategy for monitoring teacher subject matter improvement with reliable and valid tools	a. Curriculum maps*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Curriculum benchmarks*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Assessment tools for students*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Assessment tools for teachers*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Evidence of student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Evidence of teacher achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
Indicator 10.7 Instructional Strategies							
10.7.1	Evidence of developing and implementing instructional strategies for differentiation and the needs of English Language Learners	a. Documents and/or description of the development and implementation of differentiation strategies and ELL instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. List of activities related to the development and implementation of instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Other : _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
* indicates only one or more documents are required to submit as evidence							

Monitoring Indicators for OSSE ESEA Onsite Monitoring

21st Century Community Learning Centers Grant Monitoring Tool

OSSE Monitoring Team:	Sub-recipient Project Director Telephone #:				
Site Visit Participants:	Sub-recipient Project Director E-mail:				
Sub-recipient Name:	Sub-recipient Fiscal Officer Name:				
Sub-recipient IRN:	Sub-recipient Fiscal Officer Telephone:				
Sub-recipient Address:	Sub-recipient Fiscal Officer E-mail:				
Sub-recipient Project Director Name:	Sub-recipient Monitoring Visit Contact/Coordinator Name:				
Program Name:					
School Year	200X	200X	200X	200X	200X
Total Grant Award					
# of Sites					
Monitoring Date					

Site 1 Name:			
	Grade Levels/Ages Served:	# of Students:	Staff to Student Ratio:
Site 2 Name:			
	Grade Levels/Ages Served:	# of Students:	Staff to Student Ratio:
Site 3 Name:			
	Grade Levels/Ages Served:	# of Students:	Staff to Student Ratio:

Selected Site Visit Name: N/A	Selected Site Visit Coordinator:
Selected Site Visit Date:	Selected Site Visit Phone #:
Selected Site Visit Address:	Selected Site Visit E-mail:

21st Century Grant Sub-Recipient Monitoring Requirement Sources

The Office of the State Superintendent of Education (OSSE) is required by the following referenced legislation, regulations and guidance documents to conduct sub-recipient monitoring:

U.S. Department of Education, Elementary and Secondary Education Act, Title IV, Part B, as amended.
U. S. Department of Education, 21st Century Community Learning Centers Non-Regulatory Guidance, February 2003
Education Department General Business Administrative Regulations (EDGAR) 34 CFR 80
Office of Management and Budget (OMB) Circular A-133

Additional source documents include:

District of Columbia 21st Century Community Learning Centers Sub-grant Guidelines
21st Century Community Learning Centers Submitted Sub-grant Application
Profile and Performance Information Collection System (PPICS)
OSSE Quality Assessment Rubric (OSSE-QAR)

To conduct a successful sub-recipient monitoring desk review, supporting documentation will need to be reviewed by the monitoring team. Prior to the desk review, read through this 21st Century Community Learning Centers Grant Compliance and Performance Assessment (CAPA) (Desk Monitoring Conducted at ODE & Site Visit) template to familiarize yourself with the documents that will be reviewed. The mandatory financial supporting documents listed below must be organized in a binder. These documents should be reflective of the grant period(s) being reviewed .

Monitoring Indicators for OSSE ESEA Onsite Monitoring

21st CENTURY COMMUNITY LEARNING CENTERS

Indicator 11.1 Fiscal Monitoring

Guiding Questions	Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
		Yes	No			
Evidence that the grantee has a mechanism in place to review the budget monthly, track expenses, and adjust the approved budget, as needed. Discuss the process.	a. A year end expenditure report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Purchase orders, invoices, cancelled checks for each transaction (upon request)*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. OSSE Approved Final Expenditure Report*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Bank statements for the grant period reviewed (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the grantee submits FERs and APRs, as appropriate to OSSE by due dates.	a. Copy of Annual Performance Report (does it include submission date?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Copy of FERs (Does it include a submission date?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the grantee has a current, accurate physical inventory policy in place.	a. Copy of inventory policy or procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Pull an example of equipment and test it against the policy. Is it tagged? Is it accounted for in the report? Etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the grantee has accounting records that are complete and accurate. Evidence that the grantee has expenditures identified that tie back to accountability reports. Discuss the process.	a. A year end expenditure report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Purchase orders, invoices, cancelled checks for each transaction (upon request)**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. OSSE Approved Final Expenditure Report**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Bank statements for the grant period reviewed (upon request)**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Evidence that the grantee has an associated purchase order/invoice and cancelled check for each transaction.	a. Purchase orders, invoices, cancelled checks for each transaction (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Bank statements for the grant period reviewed (upon request)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the grantee has a report that correctly identifies all grant expenditures.	a. Year end final expenditure report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 11.2 Grant Management and Sustainability						
Evidence that the grantee has identified student participants during the identified period of time.	a. Sign-in sheets*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Registration Forms *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Participant lists*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Participant Eligibility Data*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the grantee is implementing parent/family programming or activities.	a. Activity Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Attendance/Sign-in sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Informational Notices to School Staff*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Newsletters*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Notices to Parents*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	f. Program Calendars*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	g. Program Fliers*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the grantee is making progress toward meeting the goals associated with student academic set out in the original grant applications (or approved amendments)	a. Student Demographic and Achievement Data*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Progress reports*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Annual Yearly Report*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Indicator 11.3 Grant Administration						
Evidence that the program's hours, activity schedules, and locations are available, accessible, and meet the needs of the target population.	a. Interviews*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Observations *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Schedules*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the program's student staff ratio does not exceed 1:18	a. Attendance list*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Observations *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Schedules*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Timesheets*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 11.4 Programming Activities						
Evidence that program activities are based on student needs and interests, including but not limited to, accommodating those students with Individualized Education Plans (IEPs). Activities are commensurate with the age and skill level of the students and enable students to develop new skills during the program year.	a. Interviews*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Observations *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Schedules*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the program has an appropriate schedule, flow, and duration of activities, including but not limited to a balance of structured and unstructured time, and time for social connections and community building.	a. Interviews*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Observations *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Schedules*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Evidence that the program activities address the academic, physical, social, and emotional needs of students by providing a majority of students with not only academics, but diverse recreational, cultural and resiliency building activities as well.	a. Interviews*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Observations *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Schedules*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

	d. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Monitoring Indicators for OSSE ESEA Onsite Monitoring

Evidence that the program enables students to explore resources and issues in their community through experiential learning in real world contexts.	a. Interviews*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Observations *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Schedules*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 11.5 Safety, Health & Nutrition						
Evidence that the program follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	a. Transportation Logs*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Notices to Parents*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Newsletters*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	e. Handbook*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Evidence that the program has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	a. Handbook*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	b. Written Policies*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	c. Notice to Parents and Staff*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	d. Newsletters*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 11.6 Staffing and Professional Development						
Evidence that the program assesses the training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.	*Interviews *Training Registrations *Informational Notices to School Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 11.7 Selected Site Visit - The following Compliance Areas may be observed during the site visit. If an area is not observed or not appropriate, note in the comment section.						
Linkages to community partners are evident.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participants are engaged/motivated in appropriate activities that meet participants' needs.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21st CCLC area/rooms are neat and orderly.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Person/staff in-charge of participants is apparent.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dismissal plan/transportation is in place and followed.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Participants are engaged/motivated in appropriate activities that meet participants' needs.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The program has an appropriate, flow, and duration of activities, including a balance of structured and unstructured time, and time for social connections and community building.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parent/family/guardian involvement, including but not limited to educational opportunities, social activities, support, etc. are evident.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Person in charge of participants has a method for identifying and tracking program goals and outcomes and uses this information in decision making, program refinement and for purposes of quality improvement.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participant to staff ratio is appropriate.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication between 21st CCLC and regular school day staff regarding participant needs, both academic and behavioral, is apparent.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Person/staff in charge of participant's implements adopted student behavior standards.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adopted student behavior standards are evident by participant actions.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Person/staff in charge of participants follows the lesson plan/schedule for enrichment and/or academic activities as prepared by the certified teacher.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Program is housed in a safe and accessible facility.	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Snacks are served	<input type="checkbox"/> Excellent <input type="checkbox"/> Satisfactory <input type="checkbox"/> Some Progress <input type="checkbox"/> Must Improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* indicates only one or more documents are required to submit as evidence

** indicates two or more documents are required to submit as evidence

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Enhancing Education through Technology Programs Grant Monitoring Tool					
OSSE Monitoring Team:	Sub-recipient Project Director Telephone #:				
Site Visit Participants:	Sub-recipient Project Director E-mail:				
Sub-recipient Name:	Sub-recipient Fiscal Officer Name:				
Sub-recipient IRN:	Sub-recipient Fiscal Officer Telephone:				
Sub-recipient Address:	Sub-recipient Fiscal Officer E-mail:				
Sub-recipient Project Director Name:	Sub-recipient Monitoring Visit Contact/Coordinator Name:				
Program Name:					
School Year	200X	200X	200X	200X	200X
Total Grant Award					
# of Sites					
Monitoring Date					
Selected Site Visit Name: N/A		Selected Site Visit Coordinator:			
Selected Site Visit Date:		Selected Site Visit Phone #:			
Selected Site Visit Address:		Selected Site Visit E-mail:			

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Enhancing Education through Technology Programs Grant Monitoring Tool

Indicator 12.1 Needs Assessment -- A comprehensive needs assessments (i.e. student achievement, staff development, student to computer ratio) which supports the Title II, Part D funded p

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
12.1.1	Evidence that a comprehensive needs assessment process was used to identify indicators of need in selected areas of concern related to integration of technology to enhance student learning and professional development for teachers to analyze the gaps to prioritize needs, and to identify potential strategies to meet those needs.	a. School Improvement Planning Tool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Record of data and school improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Hardware and software survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Teacher surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Parent surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Student surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Administrator surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		h. Technology surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		i. School surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		j. Program surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		k. Plans based on analysis of results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		l. Other_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements	Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments				
		Yes	No							
Indicator 12.2 Private School Consultation (DCPS only)										
The LEA (DCPS only) engages in timely and meaningful consultation with all private schools in the area regarding funds available under Title II, Part D (should DCPS apply) to address the needs of the private school students and staff members.										
12.2.2	a. Evidence that the LEA notifies every participating private school of the rights of the private school students and staff to benefit from Title II, Part D funding and documentation of the intent to participate or not participate are available for each private school.	a. Letter(s) of notification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		b. Statement of Participation form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		c. Affirmation of Consultation form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		d. Agenda from meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		e. Sign-on/sign-off sheet from participating private schools in the LEA, or other form of written verification that indicates intent to participate or not participate in eligible Title II, Part D program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
		f. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments	
			Yes	No				
12.2.3	Evidence that the LEA meaningfully involves private schools in the development, implementation, and evaluation of the Title II, Part D Application; including consultation with the private schools before documentation of their involvement is available.	a. Meeting agendas and minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		b. Letters and/or emails to private schools with information on Title II, Part D services and funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Other written documentation on how the LEA consulted with private school officials during the design and development of the program offered on issues such as:						
		c. What services will be offered that meets the needs of both entities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		d. How, where and by whom services will be offered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		e. How the services will be assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		f. The size and scope of the services to be provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		g. Description of how equitable participation will be determined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		h. The amount of funds available for the services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
12.2.4	Evidence that the LEA manages/controls and monitors the funds used for private school purposes and ensures that the program and services provided to private schools are supplemental, secular, neutral, and nonideological, and address the needs of the private school students and staff members.	a. Copies of purchase orders and inventory lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Service agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Description of private school needs, monitoring activities, and other documentation to verify that the LEA manages and monitors the programs and services provided with federal funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Indicator 12.3 Professional Development Plan

The LEA developed a high-quality professional development plan that is based on the analysis of the needs assessment, aligned with the state and federal goals or objectives outlined in the technology plan and evaluated effectively using any research method, and that all professional development activities are based on scientifically-based research.

12.3.1	Evidence that the actions in the Technology Plan are developed based on the analysis of the needs assessment, are designed to increase the student achievement and all activities are based on scientifically-based research.	a. Planning notes, participants, and agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		Other written documentation on how the partnership developed the activities that are based on the analysis of the needs assessment and consulted with teachers, principals, administrators, and parents during the design and development of the program offered					
		b. How activities are developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. How activities will be offered and assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. The size and scope of the services to be provided*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. The amount of funds available for the services*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
		f. Summary results of the assessment and information on how findings were used when planning new or modifying professional development activities related to teacher content knowledge or student academic achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Documentation showing the research conducted prior to the implementation of any professional development activity*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.3.2	Evidence that all professional development activities are sustained, connected, and have a lasting impact on the classroom instruction and student achievement.	a. Attendance record of staff participation in the professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Sample of participants' logs*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Sample of follow-up sessions and student achievement connection*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Summary report on professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Sample of a professional development activity*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
12.3.3	Evidence that the professional development plan is evaluated using a research-based evaluation design.	a. Copy of the evaluation design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Correlation between student achievement and professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Documents showing the impact of the professional development on student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 12.4 Technology Plan							
12.4.1	The LEA has a current up-to-date and approved technology plan on file.	a. Current school year approved technology plan (signature required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evaluation process for current plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Other : _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 12.5 Professional Development and Set Asides							
12.5.1	Evidence that the LEA is providing professional development in the area of technology integration.	a. Descriptions of professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Records of these activities, such as purchase orders and contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evaluation and feedback forms of conducted trainings*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Review of Budget *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.5.2	Evidence that the LEA has set aside 25% on professional development activities.	a. Descriptions of professional development activities*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Records of these activities, such as purchase orders and contracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Evaluation and feedback forms of conducted trainings*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Review of Budget*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed <input type="checkbox"/>	Comments
			Yes	No			
Indicator 12.6 Technology Integration							
12.6.1	Evidence the LEA is developing continuous strategies to integrate technology throughout the curriculum.	a. Curriculum maps*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Curriculum benchmarks*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Assessment tools*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Evidence of student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Other : _____ *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.6.2	Evidence the LEA has a plan for the evaluation of students in order to demonstrate technological literacy by the end of eighth grade.	a. Curriculum maps*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Curriculum benchmarks*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Assessment tools*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Evidence of student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Other : _____ *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Guiding Questions / Statements		Acceptable Evidence	Evidence Available		Compliance Issue	T/A Needed	Comments
			Yes	No			
12.6.3	Evidence the LEA has expanded or developed new technology hardware and software which can include integration of current management systems and programs.	a. Curriculum maps*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Curriculum benchmarks*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Assessment tools*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Evidence of student achievement*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Other : _____ *	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Indicator 12.7 Technology Integration for English Language Learners							
12.7.1	Evidence of developing and implementing technology integrated language instruction educational programs or expand existing programs for limited English proficient children, and immigrant children and youth, including programs for early childhood education, elementary school programs, and secondary school programs;	a. Documents and/or description of the development and implementation of integrated technology language instruction education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. List of activities related to the development and implementation of integrated technology language instruction education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Other : _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

* indicates only one or more documents are required to submit as evidence

** indicates two or more documents are required to submit as evidence

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.1. Supplement not Supplant								
13.1.1	Show records of targeted assistance program expenditures that have been used to meet the statutory requirements for such programs and not supplant non-federal resources by checking the following tests:	□ Sample of expenditures are for identified students or their parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1) use of funds to provide services required under another federal award;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2) use of federal funds to provide services the LEA provided with state or local funds in the prior year;		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3) (TAP only) use of Title I, Part A funds to provide the same services to Title I students that the LEA provides with state or local funds to nonparticipating students.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.1.2	Show your written LEA guidance to schools on the supplement, not supplant rule	□ Emails, memos, agendas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.2 Financial management/procurement								
13.2.1	Can the entity provide the policy(ies) for the process of an expense going from the budget page to ordering and procurement, to the accurate documentation of expenditures	Policy/Handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Internal Controls in place for procurement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
13.2.2	Describe what internal controls are in place to ensure that expenditures coded to Title I, Part A; Title II, Part A non-ARRA and ; ARRA funds are consistent with the approved application	Policy/Handbook/List of Codes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2.3	What internal controls are in place to ensure that contract requirements are being fulfilled by vendors consistent with the terms of the contract?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2.4	Show evidence that personnel expenditures charged to Title I, Part A; Title II, Part A non-ARRA and ARRA funds match the OSSE approved application	Salary and Benefits for each person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2.5	Show evidence that Title I, Part A; Title II, Part A; and ARRA expenditures are reasonable, allocable, and necessary through a sampling of supporting documentation for expenditures from workbook review (OSSE to bring to the discussion).	a. Approved in application* b. Invoices* c. Purchase orders* d. Contracts are best value* e. Bids* f. Negotiation* g. Comparable prices* h. Provide copies of vendor contracts*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.2.6	Demonstrates compliance with maintenance of effort requirement (DCPS only)	a. Memorandum / Letter and calculations report b. Evidence of computation of MOE c. MOE Policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2.7	Demonstrates compliance with comparability requirement. (DCPS only)	a. Annual comparability calculations for Title I schools and non-Title I schools showing that the resources Title I schools receive from local and State funds are comparable to those received by non-Title I schools.						
13.2.8	Evidence that in cases where Title I schools were not comparable to non-Title I schools, the LEA made adjustments in staffing or other resources to make Title I schools comparable or reimburse the Title I program to the extent that Title I schools are not comparable. (DCPS only)	a. Documentation showing adjustments to the allocation of resources that LEA made to ensure that Title I and non-Title I schools are comparable.						
13.2.9	Funds are obligated and liquidated in a timely manner (any lapsing of funds)?	Prior to visit OSSE will bring a brief report on timely obligations and liquidation of funds and discuss with LEA onsite.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2.10	Amount of disallowed expenditures are kept to a minimum	OSSE will produce a brief analysis showing the history of disallowed costs by LEA and show it to the school as part of the discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.3 Compensation for Personnel Services								
13.3.1	Show evidence that positions and FTEs are consistent with the approved budget/application	a. Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Budget documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. List of personnel by funding source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3.2	Show payroll evidence and A-87 certifications for those employees funded 100% from a single federal cost objective-	a. Payroll records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Certifications signed by employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Monitoring Indicators for OSSE ESEA Onsite Monitoring

FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.3.3	Show payroll evidence and A-87 certifications for those employees that work on multiple cost objectives.	a. Time sheets or Time and Effort logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Evidence payroll is verified for accuracy and reconciled against personnel records at regular intervals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Quarterly reconciliation reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3.4	Personnel in "split-funded" positions are appropriately budgeted in the LEAs application.	a. PAR or Time and Effort logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Written policies and procedures implemented and in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3.5	File and record system includes all official documents related to the employment of each staff member and other persons participating in grant supported activities (ask for a list of employees and pull sample files from this list--then review all areas and questions relative to the employee record).	a. Personnel actions related to hiring, separations, promotions, separations, commendations, dismissal, and other adverse actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Verification that background checks were conducted on all employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Timesheets that are signed and dated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.3.6	An organizational structure chart is kept on file and is up-to-date.	a. Copy of organizational chart is up-to-date, currently in use and facilitates the flow of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Differentiates between levels of responsibility and complexity of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Includes job titles and position descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3.7	Internal Controls Exist for Payroll	a. Written policy and procedures implemented and in use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Internal controls are in place that forbid and prevent the issuance of payroll checks prior to time and attendance being approved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Internal controls that prevent the continual payment to the employee who has been terminated and no longer works for the entity are in place and utilized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Segregation/ Duties: Payroll checks are distributed by someone other than persons who prepare payrolls, supervise employees, approve time reports, or sign paychecks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Adequate current records maintained of all personnel and pay rates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 13.4 General accounting practices								
13.4.1	Accounting policies and procedures manual is accessible, up-to-date and in use	Copy of manual or set of procedures (mandated for both PCSs and DCPS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4.2	Segregation of Duties: Divides duties among employees responsible for procurement, approval, verification (pre-audit) and disbursement functions of expenditure transactions	a. No one person performs all financial operations and procedures;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. LEA maintains a master list of all persons authorized to sign or approve purchase requisitions, purchase orders, receiving reports, invoices (approval for payment, time and attendance records, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Signature samples available for comparison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Financial records are kept in a secure place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.4.3	Accounting records identified in the accounting system:	<div><input type="checkbox"/> Authorization</div> <div><input type="checkbox"/> Funds received (including program income)</div> <div><input type="checkbox"/> Disbursements</div> <div><input type="checkbox"/> Obligations</div> <div><input type="checkbox"/> Unobligated balances</div> <div><input type="checkbox"/> Assets (including depreciation or use allowances) <input type="checkbox"/></div> <div>If applicable, grant-related income</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4.4	Separate program activities or program accounts documented in the accounting system		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4.5	Transactions are recorded and posted in the accounting books and records at least every 30 days.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4.6	Accounting function separated from procurement (purchasing) and receiving		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.4.7	Expenditures paid in accordance with the Prompt Payment Act (DCPS only)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4.8	LEA retains financial records and relevant supporting documentation for the required time period, which is 5 years.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.5 Complaint Procedures								
13.5.1	The LEA has a complaint procedure policy	<input type="checkbox"/> Copy of policy <input type="checkbox"/> Copy of any complaints filed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.5.2	Any complaints filed have been addressed	<input type="checkbox"/> Letters, documentation of meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.6 Equipment and Technology / Property Management - OmB A-87 and EDGAR 80.32								
13.6.1	Have you purchased equipment with federal funds?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.6.2	How do you safeguard items purchased with federal funds?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.6.3	Equipment Inventory and Property Control policies are in writing (if items are purchased with federal funds and over \$5000 or labeled as "equipment" under the act)	<input type="checkbox"/> Copies of Equipment and Property Policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.6.4	LEA inventory list contains all components required from EDGAR 80.32:	a. Description of the item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Serial number or other identification number	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Who holds the title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		e. Acquisition date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		f. Cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		g. Location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		h. Use and condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		i. Disposition data: including the date of disposal and sales price or the method used to determine current fair market value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.6.5	If applicable, the LEA conducts a physical inventory at least once every two years that meets the following objectives:	a. Confirms the equipment was found at the location as identified in the equipment database.						
		b. Assesses the condition of the equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Confirms the equipment is located in a secure environment (equipment is located in a room, storage cabinet, etc. that can be locked up when not in use?)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Requires the LEA to follow-up to determine the cause and to implement corrective action if the results of the physical inventory indicate there is a systemic weakness related to keeping the log or database current, security over equipment, or other areas of non-compliance?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.6.6	If applicable, equipment is properly tagged, properly safeguarded from unauthorized access or use, and located where indicated on the inventory list	a. Label with serial number .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		b. Property ledger maintained so item can be located and identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		c. Pull sample items from inventory list, verify each item sampled can be located and has a barcode or other tag identifying it as property of the federal program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		d. Policies and procedures include notifying local law enforcement and ensuring that a police report is filed when it is discovered equipment has been stolen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.7 General Budget Procedures								
13.7.1	Obligations for the current grant period did not incur prior to the effective date		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.7.2	Budgetary controls in place to preclude incurring obligations in excess of total funds available for (1) grant and (2) line items or categories		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.7.3	Were federal completion reports submitted in the time frame required (90 days after completion of the project)? If not, did the LEA request a waiver from the state?		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
Indicator 13.8 Procurement Procedures								
13.8.1	Purchasing practices and policies are in writing	a. Copy of handbook or written policy (sample these)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.8.2	Expenditure transaction files maintained in such a manner that documents supporting any transaction can be easily located		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.8.3	Price or cost analysis have been performed on all procurements in compliance with published protocols.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.8.4	For CHARTERS - PCSB approval has been obtained in contracts that exceed \$25,000 (remember that approval could be silent).		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.8.5	Evidence verifying invoices as to price extensions, additions, freight charges, discounts, etc		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.8.6	Maintains a written code of standards of conduct for any employee involved in the award or administration of contracts, including conflicts of interests; accepting gifts, favors, etc.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.8.7	Contractors are in good standing. Verification that contractors are not on Excluded Party List (EPLS)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.9 Audits/Reports								

Monitoring Indicators for OSSE ESEA Onsite Monitoring

FISCAL MANAGEMENT AND ADMINISTRATION								
Guiding Questions		Acceptable Evidence	Evidence Available			Compliance Issue	T/A Needed	Comments
			Yes	No	N/A			
13.9.1	Copies of the two most recent A-133 single audit reports		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.9.2	Any reports issued by OSSE of the subgrantee within the last two years are available.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.9.3	Copies are available of the most recent review from the DC Public Charter School Board, if applicable.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.9.4	Copies of LEA corrective action plans and any related approval documents are available.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.9.5	Previous audit findings have been addressed	<input type="checkbox"/> Audit Corrective Action Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	